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ABSTRACT

Bilingual legislation in Texas requires that the Texas Education Agency provide for Bilingual Education Teacher Training Institutes. This manual was developed to serve as a guide for the implementation of such institutes throughout the state. Each institute meets six hours a day for five days. A detailed outline is given in this manual for each of the five days. The topics to be discussed on each day are as follows: Day One: bilingual materials (Part I), parental and community involvement, and evaluation; Day Two: instruction in the child's first language; Day Three: second language methods and techniques; Day Four: culture and teacher pupil interaction; and Day Five: classroom management and materials (Part II). Appendix A contains samples of all of the participant handouts, such as articles on bilingualism by William Mackey, Rudolph Troike and Marguerite Smith; a materials list; sample lessons; evaluation forms; information on Spanish orthography; classroom terminology; etc. Appendix B consists of instructor references, such as the text of the Bilingual Education Act, information on instruction in the child's first language, the rationale for the culture component, and copies of transparencies regarding materials, self-contained classrooms, teamed classrooms, etc. (CFM)

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TRAINING MANUAL

BILINGUAL [BICULTURAL] EDUCATION

TRAINING INSTITUTE

OFFICE OF INTERNATIONAL AND BILINGUAL EDUCATION

TEXAS EDUCATION AGENCY

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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EDUCATIONAL PROGRAM DIRECTOR
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CONSULTANTS
Elisa D. Gutiérrez
Genevieve Montoya
Ernesto Zamora

FOREWORD

Bilingual Education is an authorized instructional program encompassing the total educational process in which two languages shall be used for a portion or all of the curriculum. Bilingual instruction may be provided throughout all grade levels in accordance with statutory provisions and the current Statewide Design for Bilingual Education. Inherent in the program of bilingual instruction is the teaching of the cultural heritage of the people whose languages are used and of their contributions to the community, the state, and the country.

Bilingual legislation enacted by the 63rd Texas Legislature (Section 11.17, Subchapter A, Chapter 11 of the Texas Education Code) requires that the Texas Education Agency provide for Bilingual Education Teacher Training Institutes. The Agency contracts with school districts, colleges, universities, education service centers, and/or individuals to conduct bilingual education training institutes throughout the State of Texas.

This manual was developed by the Office of International and Bilingual Education, Texas Education Agency, to serve as a guide for the implementation of Bilingual [Bicultural] Education Training Institutes throughout the State.

J. W. Edgar
Commissioner of Education

COMPLIANCE WITH TITLE VI, CIVIL RIGHTS ACT OF 1964 AND THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) non-discrimination in extracurricular activities and the use of school facilities;

(4) non-discriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the ground of race, color or national origin; and

(6) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there be a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

HOW TO USE THIS MANUAL TO CONDUCT

BILINGUAL [BICULTURAL] EDUCATION TRAINING INSTITUTES

Suggested steps for conducting Bilingual [Bicultural] Education Training Institutes with the use of this manual are offered here for the use of instructors and Institute Directors.

- Review the Manual thoroughly
- Attend an instructor's orientation workshop.
- Find out the number of participants from each category who will attend the workshop. The workshop is designed primarily to train professional and paraprofessional personnel employed by public schools.
- Make arrangements to reserve facilities for the institute.
- There will be a need for general group sessions and small group sessions.
- Examine Appendix A, Participant Handouts, and make arrangements to reproduce as many copies of each as will be needed. This should be done ahead of time.
- Examine Appendix B and review all reference material. Transparencies will have to be prepared. Transparency masters are provided.
- Secure an overhead projector and other audiovisual equipment for the institute ahead of time. The Daily Profiles list this information for quick reference.
- Secure information concerning participant reimbursement procedures and general arrangements such as coffee break preparations, and facilities for meals.
- If the Institute Director feels that resource persons or consultants are needed to conduct certain activities, arrangements should be made for securing these services.
- Activities for Day Two, Instruction in the Child's First Language and Day Three, Second Language Methods and Techniques are particularly technical in content. A summary of competencies required for instructors for activities of Day Three are summarized after the Objectives for that day. It is suggested that the Institute Director review these and secure resource person(s) with these capabilities. This should be done before the institute begins.

The institute may be conducted on five consecutive days. Six hours of instruction are outlined for each day to total thirty hours of instruction. Participants may be assigned individual projects to involve at least fifteen more hours to bring the total institute time up to forty-five hours. It may be that arrangements can be made with institutions of higher learning to secure three hours of college credit for participants if this is done. Institute Directors are encouraged to investigate this possibility.

Institute design is such that some groups may prefer to meet one day per week for five weeks. The format of this manual would make it possible to implement the institute using this alternate plan.

Some of the materials for Day Two, Instruction in the Child's First Language, are furnished in Spanish. Some of the drills and demonstrations on methodology are designed for presentation in Spanish. Institute instructors should be fluent in Spanish as well as English in order to implement these areas adequately.

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DAY ONE

INTRODUCTORY SESSION

MATERIALS-PART I
COMMUNITY AND PARENTAL INVOLVEMENT

DAY ONE PROFILE

Activity	Time	Materials for Participants	Preparations for Instructor
1.1 Preliminary consideration	30 min.	Objectives of bilingual teacher training institute Participant reimbursement forms Three ring notebook	Be informed concerning arrangements for coffee breaks, meals and other general information. Be ready to explain procedure for participant reimbursement. Secure notebook for participants
1.2 Background	30 min.	Texas Statewide Design for Bilingual Education State Board of Education Policies and Administrative Procedures related to Bilingual Education	
1.3 Initiating a Program	1 hour	Copy of article, "Typology of Bilingual Education" by William F. Mackey	Be prepared to explain the differences between maintenance and transitional education models.
2.1 Role of materials	20 min.		Have overhead projector ready for Transparencies No. 2.1.1, 2.1.2 and 2.1.3
2.2 Cultural and linguistic relevance	20 min..	Sample lessons (Handout No. 2.2.1)	
2.3 Materials selection instruments	20 min.	Participant Handout No. 2.3.1 Participant Handout No. 2.3.2	

Activity	Time	Materials for Participants	Preparation for Instructors
3.1 The role of parents and the community	45 min.	Participant Handout No. 3.1.1	
3.2 Parental and community involvement policies	30 min.		
3.2 The home visit	45 min.		
4.1a Determining limited English speaking ability in children	1 hour		

Distribute Participant handouts Nos. 5.1.1, 5.1.2, 5.1.3, and 5.1.4. Request that these be reviewed in preparation for the activities of Day Three, Second Language Methods and Techniques. Participant handouts for Day Two may also be distributed today.

DAY ONE [redacted]

INTRODUCTORY SESSION

OBJECTIVES

1.1 Given a brief overview of the course, participants will

- voice their concerns and describe their needs with regard to bilingual [bicultural] education
- react regarding material to be covered, procedure to be followed, and objectives to be achieved.

1.2 Given the opportunity to review the Texas Statewide Design for Bilingual Education, Texas State Board of Education Policies and Administrative Procedures, participants will

- discuss and relate these to classroom practices; and
- raise questions concerning their relevance to the bilingual classroom.

1.3 Given a resumé of the basic elements of bilingual [bicultural] education, participants will

- distinguish between the rationale and objectives of maintenance and transitional education models;
- identify the criteria necessary to assess the needs of children of limited English-speaking ability; and
- describe their own perceptions concerning the definition of bilingual [bicultural] education

PROCEDURE

ACTIVITY 1.1 - Preliminary consideration

Introduce staff members and participants who will be involved in the institute, asking each participant to voice individual training needs and concerns with regard to bilingual education. Distribute copies of the Objectives of the Bilingual [Bicultural] Education Training Institute. After explaining each briefly, ask for reactions concerning scope, procedures or other aspects of the institute. Ask each participant to mark each objective with the following:

1. feel competent in this area
2. have substantial knowledge or experience in this area
3. know something about this area, but need to clarify
4. have little or no knowledge of this area

Ask each participant to count off and write this number at the top of the objectives sheet as well as on their personal note paper. Collect the forms and store for use during the final session. Make announcements concerning arrangements for coffee breaks, meals, and other general information. Explain procedures for participant reimbursement.

ACTIVITY 1.2 - Background

Distribute copies of the following materials to participants:

- Texas Statewide Design for Bilingual Education
- Texas State Board of Education Policies and Administrative Procedures

Allow 30 minutes for review. Go over each one briefly, using transparencies, and invite questions and discussion from the group.

ACTIVITY 1.3 - Initiating a Program

Distribute a copy of the article, "A Typology of Bilingual Education" by William F. Mackey to each participant. Divide the class into groups of four. In these small groups, ask each participant to select one of these four topics:

1. What is a maintenance bilingual education model?
2. What is a transitional bilingual education model?
3. What information is needed about a child in order to determine the extent of his English-speaking ability?
4. What is bilingual [bicultural] education and how can it meet the needs of children of limited English-speaking ability?

Allow 15 minutes for silent review of the article. Ask each participant to explain his or her topic to the other three persons in the small group. The article may be used freely for reference during each of these presentations and a time limit of five minutes should be set for each individual presentation.

Recall all participants to a large group. Ask four volunteers to explain each of the four items to the group. Invite questions and discussion. This last part of the activity should not exceed 25 minutes.

OBJECTIVES

2.1 Participants will become aware of the role of materials in the Bilingual [Bicultural] instructional program

2.2 Participants will become aware of ways to determine the cultural and linguistic relevance of a lesson

2.3 Participants will become familiar with the practical aspects of using a materials selection instrument to determine materials adequacy.

PROCEDURE

ACTIVITY 2.1 - Role of Materials

Using transparencies, introduce the ideal role of materials in a bilingual instructional program, stressing the following points:

- Transparency 2.1.1
  Bear in mind that the teacher is "teaching children" not "teaching books." Some teachers place too much emphasis on the materials used to the extreme of refusing to deviate from guides or schedules to accommodate different student needs.

- Transparency 2.1.2
  The teacher's function is to be cognizant of the skills and concerns that children should develop or acquire at grade one. Materials have their use and function in transferring those to the children.

- Transparency 2.1.3
  Materials have their place within the classroom. They may be resources for teaching, aids for learning, or supplementary tools to enrich instruction. They are not the Answer.

ACTIVITY 2.2 - Cultural and Linguistic Relevance

Explain the following definition of "cultural relevancy:"

> ...the recognition and integration into the curricula of elements (drills, readings, exercises, examples, motor activities, etc.), which (1) refer to, are based on, or are related to the child's cultural heritage and/or contemporary ethnic experience, and/or which (2) promote the concept of cultural pluralism and harmonious inter-group relations. Basic to this approach is the development of strategies which establish relationships between events, accomplishments, personalities, etc., and the educational objectives being dealt with so that the child is allowed to relate and learn by proceeding from the known to the unknown at a level and pace compatible with his age and educational level.

Distribute participant handout No. 2.2.1, made up of four sample lessons. Ask participants to divide into small groups and discuss the difference between each original activity and the suggested improved activity to provide cultural relevance.

ACTIVITY 2.3 - Materials Selection Instruments

Distribute copies of a materials selection instrument (Participant Handout No. 2.3.1). Allow participants to examine the instrument. Answer questions concerning certain parts of the instrument. Ask that this form be used at some time during the institute to rate at least one materials item. Distribute Participant Handout No. 2.3.2. Suggest that this form could be used to identify materials during the institute which each one might want to acquire for their own classroom use.

OBJECTIVES

3.1 Participants will develop a basic awareness concerning the importance of parental and community involvement by identifying roles which parents and community persons can assume as participants in the educational process.

3.2 acquire basic knowledge concerning skills needed to provide leadership for developing a positive relationship with parents and community; and

3.3 demonstrate the necessary skills for carrying out an effective home visit.

PROCEDURE

ACTIVITY 3.1 - The Role of Parents and the Community

Call on at least three participants to share actual experiences with parents or other community representatives as related to local bilingual education programs.

Ask for suggestions from the group to define what the role of parents and the community as a whole should be in bilingual programs. Write these on the board.

Next, ask participants to suggest ways of involving parents and community persons in the bilingual program. Compile a list of ways that this might be approached.

Distribute Participant Handout No. 3.1.1 and invite discussion.

ACTIVITY 3.2 - Establishing Involvement Program Policies

Ask participants to take part in a discussion which will involve the establishment of local program policies and procedures for implementing an effective parental and community involvement component. Guide the group to include the following:

- scheduling of time of bilingual program staff to contact parents and community persons
- recommending a feasible amount of time for meetings after school hours
- determining the scope of a parental and community involvement program considering local human resources and local needs.
- providing space and school facilities for parent activities
- establishing volunteer requirements and volunteer recruitment procedures
- developing adequate record-keeping procedures to document involvement
- developing and implementing special training programs
- developing classroom assignment schedules for volunteers

Ask participants to take notes during the discussion on those aspects of implementation which will help them in their individual programs.

ACTIVITY 3.3 - The Home Visit

Divide the group into small groups. Ask that they take turns at simulating the role of the parent and teacher during a home visit. Offer the following suggestions:

- Avoid behaviors of patronage or condescension at all times. The bestowment of courtesies with an air of superiority can destroy a relationship faster than any other action.
- Use the language of the parent if possible.
- Good grooming is appropriate at all times. Dress should be appropriate and unassuming.
- Be prompt and don't overstay. Parents are very busy persons.
- Stress the child's strengths and give the parent credit for their development if the appropriate occasion arises.
- Be considerate of parental responsibilities. Avoid making nuisance requests.
- Review the child's records before making the visit in order to be prepared to answer questions concerning his progress.
- Schedule the visit at the convenience of the parent.
- Remember that the home visit is an opportunity for the teacher to grow professionally. Parents are full time teachers to their children.
- Initiate and maintain positive attitudes, interaction and understanding between home and school.
- Set up a file with names of parents, children you will be teaching, addresses, phone numbers, and schedule of visits.
- Have an objective to accomplish during the visit. Avoid making a visit to comply with a requirement only.

EVALUATION

OBJECTIVE

4.1a Participants will acquire a general knowledge of assessment procedures which may be used to determine "limited English-speaking ability in children."

PROCEDURE

Activity 4.1a - Determining Limited English-Speaking Ability in Children

Explain the following information: (Stop to discuss or answer questions as necessary). Prior to the beginning of instruction in either English or Spanish, a determination will have to be made concerning the English speaking ability of children scheduled to begin the first grade in Texas schools. Children who are found to be of "limited English-speaking ability" should be placed in bilingual education programs so that the learning of basic concepts may not be delayed while knowledge of English is acquired. The means for making this determination will be established by local school boards (See State Board of Education Administrative Procedure 3581c, Participant Handout No. 1.2.2 for this institute).

Teachers would be well advised to have a general knowledge of how this is done in the district where each will be employed.

The need to establish "Language Dominance" is not crucial to the determination of whether or not a pupil is assigned to a bilingual program. It is only important in determining the language of instruction for a pupil in a bilingual program.

Oral English Language Tests will probably be used with non-native English speakers. A minimum criterion score on this test needs to be established by the local school board. This minimum criterion score could be related to typical scores earned on the same test by native English speakers of the same age and grade level, and the score earned by "non-native English speakers" of the same age and grade level.

This criterion score could be set according to a percentile rank, such as one having a cut off point for students at the 25th percentile or below on the local norms for native English speakers. Each district would decide on the appropriate minimum score for this purpose.

If oral English language proficiency tests are used, the school board could furnish supportive evidence to indicate why a particular minimum score was used, such as "expert" statements or results of studies.

The field of pupil assessment is complex. It cannot be expected that institute participants will acquire adequate evaluation skills in this short period of time. This area merits attention by way of encouraging teachers to enroll in measurement and evaluation courses or by means of special workshops on evaluation procedures held at local schools.

Suggested criteria for identifying children of limited English-speaking ability

A. Objective criteria

1. Oral language dominance tests.

2. English language proficiency tests.

3. Results of standardized achievement tests below grade level performance when judged to be due to limited English language capability.

B. Subjective criteria

1. Teacher appraisal of pupil's ability to achieve in regular class work in English.

2. Teacher team appraisal (e.g. homeroom teacher, language arts teacher, P. E. or music teacher team, etc.)

3. Counselor-teacher appraisal.

4. Education Service Center team appraisal.

5. Parent-teacher appraisal.

DAY TWO

INSTRUCTION IN THE CHILD'S FIRST LANGUAGE

DAY TWO PROFILE

Activity	Time	Materials	Preparations
4.1 Teacher Attitude Development	1 hour	Copies of Objectives for Day Two	Be prepared to define and demonstrate non-corrective strategies. Study reference material for this activity.
4.2 Spanish (or other language expansion)	2 hour	Vocabulary lists Handouts on Spanish orthography, punctuation, and accentuation	Be prepared to discuss vocabulary lists. Be prepared to discuss basic elements of Spanish orthography, punctuation, and accentuation.
4.3 Methodologies and strategies for refining the child's skills in his first language	3 hours	Handouts on language arts process	Be prepared to explain methodologies outlined in Appendix B for this activity.

NOTE: Since there are a large number of participant handouts for this day, the instructor may prefer to distribute them to the participants ahead of time for review. If time does not permit this, they can be used during future pre-service and in-service workshops.

DAY TWO [redacted]

INSTRUCTION IN THE CHILD'S FIRST LANGUAGE

OBJECTIVES

4.1 Participants will develop an awareness of how home language and culture should permeate significant areas of the curriculum and of the following concepts concerning the students' Spanish (or other dominant language) dialect:

- Every dialect may be an appropriate means of communication
- The learning process is enhanced when instruction is provided in a language and dialect familiar to the student
- Acceptance of the child's primary mode of communication is conducive to a positive self-image in the child
- The child's language is a reflection of his home culture

4.2 Participants will become familiar with the Spanish (or other language) vocabulary needed for dealing with different aspects of teaching in the bilingual classroom.

4.3 Participants will become familiar with methodologies and strategies for refining the child's skills in his first language.

PROCEDURE

ACTIVITY 4.1 Teacher Attitude Development

Define and demonstrate the use of non-corrective strategies in dealing with the child's home language. Emphasize the value of non-corrective strategies in bolstering the child's self-image. Stress the importance of using items, experiences, and examples familiar to the child throughout the curriculum for Spanish language arts as well as math, science, and other subject areas.

Divide into small groups of five and ask each group to discuss the Institute objective for this activity (4.1)

ACTIVITY 4.2 Spanish (or other language) Expansion

Distribute lists of professional terms and technical terminology, commands, and related expressions necessary for smooth functioning in the bilingual classroom. Allow for a 30-minute large group discussion.

Using transparencies present a review of important aspects of the Spanish writing system including orthography, punctuation, and accentuation. Distribute handouts on this subject for later reference.

This activity may be presented in Spanish if participants understand the language.

ACTIVITY 4.3 Methodologies and strategies for refining the child's skills in his first language

Suggest to the participants that the Spanish Language Arts component could make use of a variety of fun experiences such as games, songs, rhymes, riddles, and role playing for the introduction, review and reinforcement of concepts. Recommend that the teacher seek opportunities for integrating the language skills of listening, speaking, reading and writing into a cohesive whole.

Distribute handouts on basic information regarding the language arts process. Invite large group discussion regarding

- the sequence and relationship of the language arts process in communication
- some specific skills within each component of the process

- typical activities useful in the development of specific skills
- the nature of the Spanish language decoding system

Divide into four small groups. Assign one of the four language arts skills (listening, speaking, reading, and writing) to each of the four groups and ask that an activity for the specified area be developed. Handouts can be used as references. Circulate among the working groups to lend assistance.

DAY THREE

SECOND LANGUAGE METHODS AND TECHNIQUES

DAY THREE PROFILE

Activity	Time	Materials for Participants	Preparations for Instructor
		Distribute participant handouts Nos. 5.1.1, 5.1.2, 5.1.3, and 5.1.4 two weeks ahead of time if possible and no later than Day One of this institute	Study all of participant handouts at the left.
5.1 Preliminaries for the day	15 min.		Be prepared to go over the participant handouts briefly.
5.2 Language definitions	30 min.	Participant Handout 5.2.1	Be prepared to explain definitions in handout.
5.3 Phonological interference	1 hour		
5.4 Dialogue presentation and manipulation	30 min.		
5.5 Structure exercise demonstration	3 hours		
5.6 Drill	45 min.		

DAY THREE [redacted]

SECOND LANGUAGE METHODS AND TECHNIQUES

OBJECTIVES

5.1 The teachers (participants) will familiarize themselves with the nature of language as presented in institute reference.

5.2 The participants will familiarize themselves with some aspects of the following areas of English and Spanish, as they pertain to the Spanish-speaking student:

- phonology
- grammar
- vocabulary
- semantics

5.3 The participants will familiarize themselves with the concept of language interference and will be able to identify some specific features of English which are difficult for the Spanish-speaking student in the areas of phonology, grammar, and vocabulary.

5.4 The participants will be able to apply the above information to a classroom situation in which English is taught as a second language by: (a) selecting the appropriate type of activity or exercise designed to teach standard English items, and/or (b) designing activities or exercises for teaching the desired standard English items.

5.5 The participants will be able to explain the relationship of the linguistic subsystems (phonology, grammar, vocabulary, semantics) to the four language skills (listening, speaking, reading, writing).

5.6 The participants will be able to identify and/or demonstrate some effective second-language teaching techniques, drills, exercises and activities recommended for the teaching of English as a Second Language.

CAPABILITIES REQUIRED OF INSTRUCTORS FOR THE SESSION ON SECOND-LANGUAGE TEACHING

The instructors for this session should have the capability to:

- Present the various types of language drills: minimal pairs,

mimicry-memorization, chain-drill, substitution, replacement, conversion, expansion and transformation.

- Present in a clear manner problems in English phonology, morphology, and syntax as they pertain to the Spanish-speaking child.
- Explain differences between English and Spanish in the areas of vocabulary, phonology, grammar.
- Present simple stylistic descriptions to show differences in formal/informal and written/oral language.
- Provide general statements concerning the chronological linguistic development of the child.
- Provide clear explanations and demonstrations about the sequential development of the four language skills.
- Provide a differential presentation of the language skills in the two languages, i.e., reading and writing in the native language, listening and speaking in the second language.
- Use effectively various media devices: tape recorder, overhead projector, Language Master, slide projector, etc.
- Compare regional and national standard forms of English and Spanish.
- Inform the participants about available resources for securing films, tapes, printed matter, consultative services, Texas Education Agency, Education Service Centers, professional journals and publishers.
- Obtain from participants information in order to conduct an initial evaluation, reviews, and a final evaluation.

Instructors not having the above capabilities are advised to study the instructor reference materials carefully. This is a very important area of bilingual education.

PROCEDURE

The following participant handouts should be distributed at least two weeks in advance if sessions are held once a week or one week in advance if sessions are held daily. If this is not possible, these handouts may be distributed on the first day of the institute to give participants the opportunity to prepare for this day's activities in an adequate manner. Ask participants to review them as thoroughly as possible.

- Participant Handout No. 5.1.1
  "Linguistics and the Bilingual Child," Rudolph C. Troike, Texas Education Agency

- Participant Handout No. 5.1.2
  A Handbook of Bilingual Education, Muriel R. Saville and Rudolph C. Troike, TESOL, 1971, pp.41-64

- Participant Handout No. 5.1.3
  English as a Second Language for Mexican Americans, National Conference on Educational Opportunities for Mexican Americans, Marguerite Smith, ERIC Clearinghouse on Rural Education and Small Schools, 1968.

- Participant Handout No. 5.1.4
  Linguistics for Elementary Teachers, Study Guide-In-service Course, Texas Education Agency, Fall, 1967 (All instructors and participants should have copies of this publication)

ACTIVITY 5.1 - Preliminary for the Day

Poll participants to determine the percentage of those who have read the handouts. If 60% or less have not read the assignment, proceed with this activity. If more than 60% have read the assignment, go on to the next activity.

Go over copies of the participant handouts for this day. Help participants to become generally familiar with them.

ACTIVITY 5.2 - Language Definitions

Distribute Participant Handout No. 5.2.1. Go over each definition with the group. Be prepared to explain each one and answer participant questions concerning these.

ACTIVITY 5.3 - Phonological Interference

Write the following pairs of words on the board:

/iy/		/i/
beat	-	bit
sheep	-	ship
meat	-	mit
heat	-	hit
read	-	rid
deep	-	dip
seat	-	sit
feet	-	fit

Ask participants to pronounce each word. Encourage discussion concerning why these words may give trouble to Spanish speakers.

Skip around on the same list of words and have participants point to the word being pronounced. For example, pronounce:

beat-beat-bit
sit-seat-sit

Try to follow a three word set, asking participants to identify which word is the same and which is different. Participants may identify the word which is different by calling out a number as in

beat-beat-bit

The participant would call out "three" for the third word pronounced as the one being different from the other two.

Pronounce each word again, asking participants to pronounce each one also.

Tell participants that the techniques used in this activity are same drills which could be used in the classroom with other pairs of words.

This activity can be repeated, using participants to take the place of the instructor to practice drill techniques.

These other word pairs may be used for this second part.

chair	share
sip	zip
sin	sing
bat	vat
tin	thin
den	then
yellow	jello
chip	cheap
cut	cot
pool	pull

Refer to A Handbook of Bilingual Education if necessary.

ACTIVITY 5.4 - Dialogue Presentation and Manipulation

Present a demonstration of this technique using the material that follows or similar material found in the handout:

Steps:

A. Choose two lines of a dialogue and provide model together with cues needed to convey meaning. Dialogue could illustrate (phonological, syntactic or morphological) interference.
B. Break line into units and model in short units for students to repeat-then put line back into whole utterance.
C. Teacher ask students questions which require content of dialogue for answers.
D. Note: With young children (particularly first and second graders), it is important to use a variety of real objects and pictures to accompany dialogue and drills. It is also important to keep drill sessions brief and to intersperse other activities, such as games and songs.

Illustration:

- Mr. Wilson is a teacher.
- What does he teach?
- He teaches English, and he's very interesting.

Presentation:

Teacher: Mr. Wilson is a teacher.
What does he teach?

Teacher: Mr. Wilson is a teacher. (model several times)

Teacher: a teacher Students: a teacher
(repeat several times in chorus, then individually)

Teacher: is Students: is (several times)

Teacher: is a teacher Students: is a teacher (several times)

Teacher: Mr. Wilson Students: Mr. Wilson (several times)

Teacher: Mr. Wilson is a teacher. Students: Mr. Wilson is a teacher (students repeat several times)

Do same with second line of dialogue then repeat procedure for lines 3 and 4.

Manipulation:

Teacher asks: Who is a teacher? Students: Mr. Wilson

Teacher: What does Mr. Wilson do? Students: He teaches English.

Teacher: Is he interesting? Students: Yes, he is.

Teacher: Who teaches you English? Student Mr._____
Mrs._____

ACTIVITY 5.5 - Structure Exercises

Simulate classroom conditions. Ask participants to play the role of students.

Formation of third person signular with /s/: Presentation

	Teacher models:	Student repeats
Repetition:	I walk to school every day.	"
	You walk to school every day.	"
	John and Mary walk to school every day.	"
	They walk to school every day.	"
	John walks to school every day.	"
	Mary walks to school every day.	"
	He walks to school every day.	"
	She walks to school every day.	"

Teacher models the sentence, students repeat, teacher gives a cue which will elicit same response originally modelled, e.g.

Teacher: I walk to school every day.
Student: I walk to school every day.
Teacher: I
Student: I walk to school every day.

Teacher: John walks to school every day.
Student: John walks to school every day.
Teacher: John
Student: John walks to school every day.

Substitution:

Teacher models a sentence, students repeat, teacher gives cue which may or may not trigger another change in the sentence, student produces appropriate sentence, e.g.

Teacher: I walk to school every day.
Student: I walk to school every day.
Teacher: John
Student: John walks to school every day.
Teacher: John walks to school every day. María
Student: María walks to school every day.
Teacher: María walks to school every day. John and Mary
Student: John and Mary walk to school every day.
Teacher: John and Mary walk to school every day. They
Student: They walk to school every day.
Teacher: They walk to school every day. I
Student: I walk to school every day.
Teacher: I walk to school every day. Jack
Student: Jack walks to school every day.
etc.

Formation of third person singular: Fixation

Modelling:	I	II
Teacher:	I walk to school every day.	He walks to school every day.
	I talk to my students in English.	Mr. Avila talks to my students in English.
	They stop at the store.	María stops at the store
	Little boys pet their dogs.	Jaime pets his dog.
	Gregorio and Jaime eat with Pedro.	Gregorio eats with Pedro.
	They like school.	Claudio likes school.

Repetition drill: Teacher models sentences in column II, students repeat in chorus, then individually.

Repeat procedures outlined previously for intermediate exercises.

Paired sentence drills

Teacher models sentence in third person singular. Students respond with first person forms or any other alternative if exercise is done with individual student responses.

Drill:

Teacher models sentence, student repeats, teacher gives cue which student must incorporate into following utterance.

Teacher: I talk to my students in Spanish.
Students: I talk to my students in Spanish.
Teacher: He
Students: He talks to my students in Spanish.
Teacher: He talks to my students in Spanish. They
Student: They talk to my students in Spanish.

Teacher: We stop at the store every day. Gustavo
Students: Gustavo stops at the store every day.
Teacher: Gustavo stops at the store every day. I
Students: I stop at the store every day.
Teacher: I stop at the store every day.
etc.

Replacement drill

Teacher:	I like Spanish	Students:	I like Spanish.
Teacher:	Victoria	Students:	Victoria likes Spanish.
Teacher:	vegetables	Students:	Victoria likes vegetables.
Teacher:	They	Students:	They like vegetables.
Teacher:	eat	Students:	They eat vegetables.
Teacher:	He	Students:	He eats vegetables.
Teacher:	Mother and Father	Students:	Mother and Father eat vegetables.
Teacher:	hate	Students:	Mother and Father hate vegetables.
Teacher:	pets	Students:	Mother and Father hate pets.
Teacher:	My teacher	Students:	My teacher hates pets.

Conversation exercise

Teacher asks: (Student A), what do you like to eat? (student A responds) Teacher asks another student: (Student B) what does (Student A) like to eat? (Student B responds) Teacher asks same student: Do you like to eat apples? (student responds) Teacher asks Student C, what do _____ and _____ (Student A and B) like to eat?

This exercise requires the use of like and likes in a conversation situation involving students within the class talking about likes and dislikes. Similar exercises are possible with other verbs.

The preceding exercises are more illustrative of procedures than they are of content per se. They are intended to:

1. Emphasize the importance of modelling by teacher.
2. Show progression of activity from repetition to controlled responses to controlled conversation.
3. Emphasize importance of oral language activity apart from reading and/or writing.
4. Focus on one and only one linguistic point in a variety of exercises.

Emphasis should be placed on using illustrative materials throughout the presentation by using pictures, drawings, ostensive procedures and mnemonic devices as needed.

ACTIVITY 5.6 - Drill

Divide into groups of four or five. Ask participants to organize, develop, and implement suggestions of at least one pronunciation exercise and one grammatical exercise including the elements of the techniques used during the day. Participants can alternate teacher and student roles.

If time permits, extend the drill session to include

- one grammatical problem (e.g., adjective)position; [z], [tz] in third person singular)
- formation of yes-no questions
- formation of information-seeking questions
- formation of negatives
- [s], [z] and [tz] for plural and possessive forms
- [d], [t], and [td] in past tense

Be prepared to render assistance to the participants.

DAY FOUR

CULTURE

TEACHER-PUPIL INTERACTION

DAY FOUR PROFILE

Activity	Time	Materials for Participants	Preparations for Instructor
6.1 Rationale for Study of Culture	15 min.	Copy of objectives for the day	Be prepared to explain rationale for culture component.
6.2 Value clarification	30 min.		
6.3 Value differences	1 hour	Paper and pencil	
6.4 Sensitivity to cultural differences	1 hour 15 min.		Film, filmstrip depicting a poor neighborhood of an ethnic minority or arrangements for a field trip to a "barrio". Projecting equipment for audio-visuals.
6.5 Definitions	15 min.	List of definitions related to culture	
6.6 Behavior variations	30 min.		
6.7 Contributions of Mexican Americans	45 min.		

Activity	Time	Materials for Participants	Preparations for Instructor
7.1 Interaction background	30 min.		
7.2 Using an interaction analysis instrument	1 hour	Interaction analysis (P.H. NO. 7.2.1) SCIMP coding system (P.H. NO. 7.2.2) Interaction dialogue (P.H. NO. 7.2.3) Analysis matrix (P.H. NO. 7.2.4) Interaction worksheet (P.H. NO. 7.2.5)	Study all participant handouts listed at left.
7.3 Uses of interaction analysis	30 min.	Interaction Lesson Plans	

DAY FOUR [redacted]

CULTURE

OBJECTIVES

The objectives listed here are indicative of psychological growth, attitudes and teaching behaviors considered desirable for teachers in the field of bilingual education as related to culture.

It is considered essential for the overall success of bilingual education that efforts toward the accomplishment of these objectives be continued past the institute into long range in-service programs. More material than can be reasonably covered in one day has been included here for this reason.

Affective

Assumption: It is recognized that complete growth in these areas cannot be accomplished within a short period of time; however, it is considered impossible to deal realistically with culture without addressing the areas included herein.

6.1 Respect: Sense of Self-Teacher

Self-awareness: The participants will demonstrate growth in awareness of his/her own cultural and personal reactions to persons of other cultures.

6.2 Self-acceptance: The participant will demonstrate growth in acceptance of himself/herself and his/her own culture. Assumption: Self-acceptance, a positive sense of self, leads to the ability to accept persons of other cultures.

6.3 Affective - Communication: The participant will demonstrate growth in communicating feelings and attitudes with children of other cultures.

6.4 Respect: Sense of Self-Student Respect for Child's Culture: The participant will demonstrate growth in respect for a child's culture and the ability to assist a child in developing a positive sense of self.

Cognitive

6.5 Multicultural Awareness: The participant will demonstrate awareness, sensitivity and acceptance of a

multicultural society.

6.6 Definition of Culture: The participant will demonstrate knowledge of the following concepts and be able to give examples from his own classroom experience:

- Culture
- Deep Culture
- Ethnocentrism
- Acquisition of culture
  - Socialization
  - Acculturation
- Situational culture

6.7 Description of Culture: The participant will demonstrate (drawing on personal experience) knowledge of variations in individual and group behavior stemming from the following sources:

- Children's goals (time orientation, perception, etc.)
- Group ("gang") goals and values
- Peer group pressures
- Family traditions
- Socio-economic survival, social and aesthetic needs
- Ethnic traditions
- Language (verbal and non-verbal)

6.8 Dimensions of Culture: The participant will identify from his/her own experience some of the following significant dimensions of culture:

- sense of time
- attitude toward death, birth, and sickness
- attitude toward family
- kinds of childhood fears
- cooperation - competition paradoxes
- achievement - ascription paradoxes
- need to belong - need for independence paradox
- types of humor

6.9 Contributions of Mexican Americans, Past and Present: The participant will demonstrate a knowledge of Mexican American contributions and achievements.

PROCEDURE

ACTIVITY 6.1 - Rationale for Study of Culture

Ask participants to review the objectives for the study of culture. These will include those coded with a number 6. Explain the rationale for this portion of the institute (See Appendix B for outline)

ACTIVITY 6.2 - Values Clarification

Break up into small groups with a facilitator or chairperson for each group. Ask each participant to find three things in his/her wallet, purse, or pocket that are valuable to him/her. Each participant will briefly tell the group why each object is of particular significance to him, e.g., a house key might represent the home and family, a credit card might represent material goods. The facilitator should help the group identify the different values exhibited within the small group. Selected examples should be recorded for later use in activity No. 6.5.

Hold a total group summary session aimed at increasing the participants' awareness of the different values held by the members of the total group. If a relatively small group of teachers has differing values, we can expect that within an ethnic group or among various ethnic groups there must be an even greater difference of value systems. A person's value system reflects his culture. It should be noted that even very heterogeneous groups will also have certain values in common.

ACTIVITY 6.3 - Value Differences

Break up into small groups with a facilitator for each group. In small groups, ask participants to think back and write down what they wanted more than anything or desired most at

age 5_____
age 10_____
age 15_____
age 20_____
age 25_____
age 30_____
age 35_____
age 40_____
age 45_____
age 50_____

Repeat each age level and ask participants to volunteer to share their responses with the group. Do not require each participant to disclose all of his entries unless this is done voluntarily so that personal information may be respected.

Allow a few minutes for each to see his own responses in writing. Ask the group to discuss the following:

- Do values change for the same person at different times of life?
- Are the needs, desires and values of children different from adult needs, desires and values?
- Would these values be the same if different circumstances had existed such as war, peace, economic depression, or prosperity?

With the ideas of the first part of this activity in mind, ask participants to discuss and list

- adult values which are different
- adult values which are similar
- adult values which are similar to children's values
- adult values which are different from children's values
- values which children share in peer groups

Ask the group to discuss children's goals, time orientation, perceptions, and other characteristics in relation to adult pressures.

Ask the total group to summarize the implications of this activity and to draw some conclusions. One of the intended purposes is to stimulate insight and awareness in the participants concerning why children cannot realistically be expected to function as miniature adults.

ACTIVITY 6.4 - Sensitivity to cultural differences

State the expected outcome of increasing participant awareness of his own feelings towards actions and lifestyles of people in different cultural settings.

Present a simulated "Visit to the Barrio" (poor neighborhood of an ethnic minority) through the use of a filmstrip or film. Under optimum conditions which include parental and community

involvement, a real trip could be arranged and coordinated with the lunch break.

After the film or trip break up into small groups. Ask facilitators or group leaders to draw out verbal expression of reactions to the experience. Culture shock may include anything that bothered or impressed the participants. Try to determine the reasons for such reactions.

In total group session, lead discussion on the implications of different participant reactions and reasons for these reactions. Discuss the role that fear of the unknown or poorly known plays in cultural misunderstandings and conflicts.

ACTIVITY 6.5 - Definitions

Distribute participant handouts of definitions of terms relevant to the understanding of culture. Discuss each briefly. Handouts 6.5.1 and 6.5.2 may be used again for this activity.

ACTIVITY 6.6 - Behavior Variations

Break up into small groups. Take each topic and assign it to one of the participants until all topics are exhausted. Follow the following steps:

- Read the topic.
- Give an example of a situational encounter relating to the topic.
- Assign it to one participant.
- Ask participant to share a personal experience related to the topic.

Topic	Example
. Children's goals, time orientation, perception	. What color shall we paint the kitchen? "Red!"
. Group ("gang") goals and values	. Hair length
. Peer group pressures	. children: drugs adults: wardrobe, home
. Family tradition	. Christmas customs

. Socio-economic survival, social and aesthetic needs	. automobile for a traveling salesman, a college boy, or a society matron
. Ethnic traditions	. weddings
. Language verbal non-verbal	. greetings; use of gestures in conversation

Ask each participant to share a personal or classroom experience related to the assigned topic.

Ask if persons would behave differently for each instance if alone or if in a group.

Repeat the procedure using this second set of topics. Ask each participant to explain how he would react and give the reasons why.

Topic	Example
. Sense of time	. A child is late for a teacher-pupil conference
. Attitude towards death	. A child is absent for two days to attend an uncle's funeral in another city
. Attitude towards birth and sickness	. A child misses an important test to stay home to help his sick mother

(Others listed in Objective 6.8 may also be used)

Invite a discussion concerning the possible cultural variations for behaviors involving diet, touching, gestures, silent and retiring students. Point out that misunderstandings may arise at times when the teacher doesn't understand or at times when the pupil doesn't understand the behavior of the other.

ACTIVITY 6.7 - Contributions of Mexican Americans

Explain the following ideas:

. A child's self-image determines his behavior, success or failure

- Self-concepts are established early and are self-sustaining
- Self-concepts are reinforced by social relationships and perception of other person's responses.
- Children need social experiences that reinforce a positive self-image.

Write the following sample behavioral objectives on the board. Invite discussion on how activities for classroom use can be developed for these objectives.

- Students will be able to discuss some aspect of their culture that is unique to the Mexican American culture (customs, traditions, music, etc.).

  Each student will teach a word in Spanish to the teacher or to the whole class.

- Students will dramatize the story of Columbus, will be able to name his three ships, La Niña, La Pinta and La Santa María and relate this event to the Mexican American culture and language.
- Students will become familiar with the contributions of the Mexican Tejanos in the Texas Revolution.
- Students will become familiar with the contributions of the Mexican American to the cattle and ranching industry. Include origins, developments, and vocabulary.
- Students will develop biographical stories about famous Mexican Americans.

Invite participants to develop other student objectives involving culture if time permits.

TEACHER PUPIL INTERACTION

OBJECTIVES

7.1 Participants will acquire a basic understanding of classroom interaction (both verbal and non-verbal) which contributes to or obstructs communication in the classroom

7.2 Participants will become familiar with one interaction analysis instrument. (SCIMP: System for Coding Interaction with Multiple Phases)

7.3 Participants will acquire or extend an awareness of those behaviors which one might modify in order to become more effective in the bilingual classroom.

PROCEDURE

ACTIVITY 7.1 - Interaction Background

Explain each of the following terms by writing the definition on the board, giving an example of each, and asking for questions from the floor. These are definitions for use with this institute's activities only. Definitions found in other references may be similar or may differ.

Interaction - all verbal and non-verbal behavior taking place between a teacher and a pupil in the classroom

Verbal interaction includes only that which is spoken in the classroom Example: oral questions

Non-verbal interaction includes all other non-spoken classroom activity. Examples: frowns, smiles, corporal punishment

Objective feedback is the recording and reporting of classroom interaction without attached value judgement. Example: The child read silently for five minutes. Explain that objective feedback is not good or bad; it just says what happened in a non-judgemental manner.

Subjective feedback is the recording and reporting of classroom interaction with attached value judgements. Examples:

- The child refused to talk for five minutes.
- The child was good and quiet for five minutes.

Classroom interaction is necessary for the learning, however, some negative behaviors can also inhibit this process.

Interaction analysis is useful when objective data is collected and interpreted.

ACTIVITY 7.2 - Using an Interaction Analysis Instrument

Pass out copies of the SCIMP Coding System and ask participants to read these.

Ask the following questions from the group:

- Which categories do you think will accumulate the most tallies?

- What other categories of classroom behavior would you include?

- What useful information would they give?

Read the Interaction Dialog slowly. Ask participants to write a code number for each statement.

Read each statement again, including the appropriate code number. Ask participants to grade their own papers. Discuss the statements which each may have coded wrongly.

Distribute copies of "Analysis Matrix" and ask participants to complete the blanks.

If time allows, distribute Interaction Worksheet and ask the participants to code the behaviors and compute totals at the end of the worksheet.

ACTIVITY 7.3 - Uses of Interaction Analysis

Ask participants to discuss feelings about coding classroom behaviors and the implications of large or small percentage in each category.

Ask participants to assume that data collected by means of this instrument or a similar one such as the Flanders Interaction Analysis Instrument is available for each one's actual classroom behavior. Have one of the participants come to the board and write down suggestions from the group on ways to improve the classroom climate.

Ask the group for suggestions as to how interaction analysis can be used to improve cultural awareness.

Suggest the following ways for securing personal data of this type for self-improvement:

- Arrange for a friend or school supervisor to visit the classroom and code behaviors on an ordinary day.

- Use a tape recorder to record verbal interaction during a one-hour class period. Code the interaction personally and compute the percentages of certain behaviors later.

- Work in teams of two with others in the local school to videotape actual classroom activity. Work out a coding system for desirable and undesirable non-verbal behaviors. Devise self-improvement programs in this area.

Distribute copies of "Interaction Lesson Plan" to be used for actual self-improvement when participants return to the actual classroom.

The development of the following skills as part of a continuous self-improvement program should be suggested.

- Diagnostic skills: Participant should strive to acquire the ability to utilize interaction analysis procedures to review multicultural sensitivity in the classroom.

- Skills in developing content: Participant should strive to develop increased skills in finding, adapting and creating culturally relevant materials in all curriculum areas.

- Skills in designing a cross-cultural environment: Participant should explore the implication that the existence of a cross-cultural environment dispells fear and instills trust into teacher-student relationships as well as student-student relationships.

DAY FIVE

CLASSROOM MANAGEMENT

MATERIALS-PART II

FINAL SESSION

DAY FIVE PROFILE

Activity	Time	Materials for Participants	Preparation for Instructor
8.1 Managing the self-contained classroom	20 min.	Self-contained schedule blank	Have overhead projector ready to use. Transparencies No. I Self-Contained Class and Ia Overlay
8.2 Managing the teamed classroom	20 min.	Teamed schedule blank	Transparencies No. II Teamed class and IIa Overlay
8.3 Classroom management using a resource teacher	20 min.	Resource teacher schedule blank	Transparencies No. III Resource Teacher and IV Resource Teacher Movement Wax pencil
8.4 Developing a classroom	30 min.	One extra copy of each of the three handouts above	
8.5 Management problem-solving	30 min.		

DAY FIVE PROFILE (continued)

Activity	Time	Materials for Participants	Preparations for Instructor
9.1 Materials evaluation	45 min.	Handout No. 2.3.1 Handout No. 9.1.1	Samples of: Domestic commercial materials Domestic project developed materials Foreign materials
9.2 Other materials aspects	15 min.		Bilingual materials bibliographies
10.1 Final considerations	1 hour		
10.2 Participant evaluation	1 hour	Participant evaluation forms (No. 10.2.1)	

DAY FIVE

CLASSROOM MANAGEMENT

OBJECTIVES

Given explanation and demonstrations of classroom management techniques, participants will:

8.1 acquire a basic understanding of classroom management alternatives;

8.2 acquire a basic understanding of how variables in their local school environment affect classroom management; and

8.3 have the opportunity to design a classroom management system which is realistic for their particular situations.

PROCEDURE

Activity 8.1 - Managing the Self-Contained Classroom

Pass out Handout No. I, 8.1 so that participants can write in notes during this session. Use transparency I and overlay Ia on Self-Contained Classroom to give an explanation of a model for managing the self-contained classroom. Use the following outline for this activity.

Show transparency I without overlay. Discussion: The school day usually consists of 250 minutes. This particular schedule shows 195 minutes which should leave the teacher enough time to schedule P.E. and other needed activities. The first space is for Spanish language arts with a time allotment of 50 minutes. Music and art in a cultural content are provided for 20 minutes. Each area may be planned on alternating days making sure that a cultural emphasis is used. Math is for 30 minutes, English language arts for 30 minutes and eventually for 45 minutes when formal reading activities are reached, and social sciences for 50 minutes. Social sciences includes social studies and science.

Show overlay Ia over transparency. Discussion: The Spanish language arts period allows for three groups of children working in different activities. The retangular areas identify the three basic groups that will emerge. The first group is an oral language group and may involve Spanish speaking students who need further extension and expansion of vocabulary or it may be a

group of students who need Spanish as a second language. The second group would be a readiness group and the third a group already reading. The time spent with each group would be about 15 minutes of direct teacher activities. The two other groups not working with the teacher would be at the listening post, games and other independent work. Parent volunteers or an aide could be used to work with either of these two groups either in supervising or reinforcing activities.

The music and art periods are needed at this time to break up the skill areas. Music should be taught using songs in both Spanish and English with emphasis on movement. The art session should be culturally relevant--activities should be selected so that they reflect the cultural background of the students and of the larger community.

The math program should probably be individualized with individual children or groups working on identified skills. The language used for instruction should reflect the student's linguistic background. If grouping is necessary; two or more groups may emerge. One group may be Spanish monolinguals who will receive concept development in Spanish and ESL reinforcement. The ESL reinforcement consists of oral language development of math concepts already taught in Spanish. The Spanish monolingual group may consist of 2 groups grouped according to competency level or from needs assessment. The second major group is the bilingual group that may be taught using either language or both (bilingually). However, one must try to keep the languages separate within a statement. A third group or possibly instead of the second major group may be an English monolingual group. This group receives math instruction in English with Spanish oral language development of math vocabulary.

The English language arts program will consist of a 30 minute time allotment at the early stages since it will probably consist of an ESL program. If English monolinguals are included, the English language arts program may have to be extended to the full 45 minutes allotted. The three groups in this program are similar to the Spanish language arts. There will be an ESL group, an ESL or readiness group, and an ESL or reading group. The groups will be determined by the degrees of language proficiency within the whole group. The students in the groups who are not with the teacher may be at the listening post, games, library or doing independent work. Peer tutoring is quite effective. Parent volunteers or an aide may either help with these groups on the assigned activities or reinforcement

The social sciences may be done on an alternating basis: science twice a week and social studies three times or a week of science and a week of social studies. Spanish monolinguals receive

Spanish concept development with ESL reinforcement of the vocabulary used during the formal lesson. Bilingual students receive instruction bilingually on an alternating bases so that languages are not mixed. They may also receive instruction with the Spanish monolingual group in Spanish, however, other lessons may be in English. This will enable students to obtain development in both languages.

Answer questions from participants as they arise.

ACTIVITY 8.2 - Managing the Teamed Classroom

Pass out Handout No. II, 8.2 so that participants can write in notes as they listen to the discussion.

Using Transparency II and overlay IIa on the Teamed Classroom, conduct a discussion on the management of the teamed classroom. Use the following as a guide for explaining the transparencies:

Show transparency II without overlay. Discussion: The school day usually consists of 250 minutes. This particular schedule schedule shows 195 minutes which should leave the teacher enough time to schedule P. E. and other needed activities. The first rectangular space is for Spanish and English language arts with a time allotment of 50 minutes. Music and art in a cultural context are provided for 20 minutes. Each area may be planned on alternating days making sure that a cultural emphasis is used. Math is for 30 minutes, English and Spanish language arts for 30 minutes and eventually for 45 minutes when formal reading activities are introduced, and social sciences for 50 minutes. The social sciences include social studies and science.

Show overlay IIa over transparency. Discussion: The Spanish and English language arts period during the first 50 minutes suggests that the three language groups be taught by the two teachers. The bilingual teacher teaches English as a native language. This requires that Spanish monolinguals and bilinguals be taught Spanish as a first language. English monolinguals and bilinguals will need to be taught English as a native language. The bilingual group will need to be channeled in and out of each classroom for instructional purposes. Each teacher should also group within each classroom. Groups not working with the teacher should be involved in meaningful activities that should help to reinforce each language.

The music and art periods are needed at this time or following the language arts in order to break up the skill subject areas. Music should be taught using songs in both Spanish and English with emphasis on movements. The art sessions should be culturally relevant. Activities should be selected so that they reflect

the cultural background of the students and of the larger community.

The math program should be individualized if at all possible. This would involve working with individual children or groups working on identified skills. If grouping is necessary, two or more groups may emerge within a given classroom. Since there are two classrooms involved, four or more groups may emerge. The bilingual teacher will teach math to Spanish dominant students and the non-bilingual teacher will teach math to English dominant students. The Spanish monolinguals will need to receive English math vocabulary after instruction in Spanish. The English monolinguals will need to receive Spanish math vocabulary after instruction in English. If the non-bilingual teacher doesn't speak Spanish, her children will need to be sent to bilingual teacher for Spanish math vocabulary. It then would be necessary for the Spanish math teacher to send her children to the other teacher's room for English math vocabulary. If this sort of exchange is proven to be difficult, parent volunteers and aides could do the job if they were bilingual. Another alternative could be where each group of students receive math instruction in their native language for four days and one day in which math vocabulary is taught in the second language.

The next time slot is for Spanish and English language arts. This 30 minute time allotment is for instruction in a second language. The bilingual teacher would teach Spanish as a second language and the non-bilingual teacher would teach English as a second language. As soon as children have acquired some basis oral language and are into reading, the time allotment should be extended to 45 minutes.

The social sciences are alloted 50 minutes of instruction. The bilingual teacher teaches in Spanish and the non-bilingual teacher in English. During the last part of each period, children could be switched for oral language development in the second language. The vocabulary used for instruction should then be taught during the last 10 minutes. Another alternative is to teach the social sciences in the dominant language for four days and one day in which oral language development using ESL methodology is stressed using the vocabulary for the social science areas.

Another alternative would be to teach units in each of the social sciences using different languages for instruction. The bilingual teacher could teach a Spanish science unit for one week and the non-bilingual teacher could teach an English social studies unit during the same week. The following week, the same two units would be taught, but to a different group of students. This should, to some extent, eliminate the need for spending

part of each period on second language methodology on vocabulary associated with each of the social sciences.

ACTIVITY 8.3 - Classroom management using a Resource Teacher

Pass out copies of Handout No. III, 8.3 for participant use during this discussion.

Using transparencies III and IV to discuss classroom management using a resource teacher. Use the following material as a guide for making the presentation.

Some schools may have many Spanish-dominant students scattered in different classes. For various reasons they may not want to place them in one class--or there may be too many for one class. There is only one bilingual teacher--therefore, she must function as a Resource Teacher.

Look at Team of regular class schedule (left side of transparency). These are some areas that must be covered by all first graders.

How many groups of Spanish dominant students can Resource Teacher work with? (In this case 53 students could make 2 groups.)

Look at Resource Teacher schedule. What areas where instruction in Spanish is necessary?

Oral Spanish - Spanish Readiness and Reading Skills - Reinforcement of content areas - Math and Social Sciences

Break up blocks of time so Resource Teacher can work with a group in the major areas in Spanish. This must be done so that the student load is equalized for other teachers. (This can best be done if the Spanish dominant students are equally distributed among all teachers with the Resource Teacher not being assigned any Spanish dominant students.)

Use transparency IV and wax pencil to describe movement as follows:

	English	Spanish	Resource Teacher
A	17	13	26 students
B	17	13	
C	17	13	27 students
D	16	14	
E	30	0	

In the morning when 26 students go for Spanish instruction, teachers A and B take her 30 students (15 in each class) for English instruction. In the afternoon when 27 students go for Spanish instruction, teachers C and D take her students (15 each).

In the optional blocks (transparency III) the Resource Teacher can:

1. Work with Spanish monolingual on ESL

2. Work on additional subject matter reinforcement. Work with the 2 different groups of students in the regular course content they may be missing--P.E.--Science--Music--etc.

ACTIVITY 8.4 - Developing a Classroom Schedule

Pass out one extra copy of Handouts I, II, and III used in the three preceding activities to each participant. Ask them to consider the circumstances of their own school district and determine if they will be expected to conduct a self-contained classroom, a classroom with a teaching team arrangement, or a resource teacher type classroom. Ask them to keep local needs and resources in mind to develop a working schedule for the classroom that they will most probably be involved in during the coming school year.

Circulate as a resource person and have transparencies I, II, and III available to project again for reference if needed. Each participant will work above.

ACTIVITY 8.5 - Management Problem Solving

Recall participants to a large group session. Ask for voicing of problems encountered with classroom scheduling. Involve the group in working out problems reported. Try to suggest the use of alternative schedules prepared ahead of time which can be used in case the expected models are not used. Identification or program strengths and weaknesses can also aid in determining which model to select for implementation.

MATERIALS - PART II

OBJECTIVES

9.1 Participants will become familiar with methods for evaluating materials

9.2 Participants will become familiar with other aspects related to the use of materials in the bilingual classroom including

materials adoptative and
materials development

PROCEDURE

ACTIVITY 9.1 - Materials Evaluation

Explain the three major categories of materials and show an example of each.

Domestic Commercial Materials: Materials which can be purchased from commercial companies in the United States.

Domestic Project Developed Materials: Materials developed by Bilingual Programs in the United States which have curriculum development components.

Foreign Materials: Materials printed in Mexico, South America, Spain, or other foreign countries which can be used in the bilingual classroom.

Distribute copies of Participant Handout No. 2.3.1 which was also used on the first day of this institute. Divide participants into small groups and distribute copies of bilingual materials to each group. Try to include curriculum and supplementary references among the selections. Ask participants to evaluate the materials and fill out the form.

Invite discussion concerning the strengths and weakness of each type. Suggest that student evaluation of materials can be of help to the teacher in selecting materials for individual classrooms. Distribute copies of a sample student evaluation form which could be used for this purpose. (Participant Handout No. 9.1.1)

ACTIVITY 9.2 - Other Materials Aspects

Discuss materials adaptation briefly. Stress the fact that all materials, including those which have been regionally developed, may need adaptations to help meet individual student needs. Adaptation may involve vocabulary, cultural content, linguistic content, or cognitive levels in harmony with the child's maturational level and frame of reference. Adaptation should be a continuous process which takes place as part of lesson planning or spontaneously in the classroom.

Invite discussion as these last considerations related to materials to enrich the learning environment. This may include complete curriculum guides, resource materials, bulletin board designs, audio tapes, games, puzzles, or transparency masters.

Parental and community involvement can be put to good use in the materials selection process. Distribute copies of bilingual materials bibliographies if available.

FINAL SESSION

OBJECTIVES

10.1 Given an opportunity to bring up problems which they have encountered in the course of the training sessions, participants will:

- seek solutions to these problems from the institute leaders and other participants

Participants will complete evaluation forms prior to the conclusion of the final session.

PROCEDURE

ACTIVITY 10.1 - Final Consideration

Ask participants to choose a chairperson to lead this activity. Under the direction of this leader, ask the group to discuss the following:

- problems encountered with topics covered in the institute alternative solutions for these problems
- topics which should have been included
- topics which need further development during local pre-service or in-service workshops
- unanswered questions regarding the bilingual classroom
- identification of state or local resource persons
- other concerns

ACTIVITY 10.2 - Participant Evaluation

Distribute Participant Evaluation Forms (No. 10.2.1). Ask each participant to complete the form. Collect the forms to be scored after the institute is concluded.

Collect participant reimbursement forms if necessary.

Collect all material and audiovisual equipment used during the institute.

APPENDIX A

PARTICIPANT HANDOUTS

BILINGUAL [BICULTURAL] TRAINING INSTITUTE OBJECTIVES

DAY ONE

INTRODUCTORY SESSION

OBJECTIVES

1.1 Given a brief overview of the course, participants will

- voice their concerns and describe their needs with regard to bilingual [bicultural] education;
- react regarding material to be covered, procedure to be followed, and objectives to be achieved.

1.2 Given the opportunity to review the Texas Statewide Design for Bilingual Education, Texas State Board of Education Policies and Administrative Procedures, participants will

- discuss and relate these to classroom practices; and
- raise questions concerning their relevance to the bilingual classroom.

1.3 Given a resumé of the basic elements of bilingual [bicultural] education, participants will

- distinguish between the rationale and objectives of maintenance and transitional education models;
- identify the criteria necessary to assess the needs of children of limited English-speaking ability; and
- describe their own perceptions concerning the definition of bilingual education

BILINGUAL MATERIALS - PART I

OBJECTIVES

2.1 Participants will become aware of the role of materials in the Bilingual [Bicultural] instructional program.

2.2 Participants will become aware of ways to determine the cultural and linguistic relevance of a lesson

2.3 Participants will become familiar with the practical aspects of using a materials selection instrument to determine materials adequacy.

PARENTAL AND COMMUNITY INVOLVEMENT

OBJECTIVES

3.1 Participants will develop a basic awareness concerning the importance of parental and community involvement by identifying roles which parents and community persons can assume as participants in the educational process.

3.2 acquire basic knowledge concerning skills needed to provide leadership for developing a positive relationship with parents and community; and

3.3 demonstrate the necessary skills for carrying out an effective home visit.

EVALUATION

OBJECTIVE

4.1a Participants will acquire a general knowledge of assessment procedures which may be used to determine "limited English-speaking ability in children."

DAY TWO

INSTRUCTION IN THE CHILD'S FIRST LANGUAGE

OBJECTIVES

4.1 Participants will develop an awareness of how home language and culture should permeate significant areas of the curriculum and of the following concepts concerning the students' Spanish (or other dominant language) dialect:

- Every dialect may be an appropriate means of communication
- The learning process is enhanced when instruction is provided in a language and dialect familiar to the student
- Acceptance of the child's primary mode of communication is conducive to a positive self-image in the child
- The child's language is a reflection of his home culture

4.2 Participants will become familiar with the Spanish (or other language) vocabulary needed for dealing with different aspects of teaching in the bilingual classroom.

4.3 Participants will become familiar with methodologies and strategies for refining the child's skills in his first language.

DAY THREE

SECOND LANGUAGE METHODS AND TECHNIQUES

OBJECTIVES

5.1 The teachers (participants) will familiarize themselves with the nature of language as presented in institue reference.

5.2 The participants will familiarize themselves with some aspects of the following areas of English and Spanish, as they pertain to the Spanish-speaking student:

- phonology
- grammar
- vocabulary
- semantics

5.3 The participants will familiarize themselves with the concept of language interference and will be able to identify some specific features of English which are difficult for the Spanish-speaking student in the areas of phonology, grammar, and vocabulary.

5.4 The participants will be able to apply the above information to a classroom situation in which English is taught as a second language by: (a) selecting the appropriate type of activity or exercise designed to teach standard English items, and/or (b) designing activities or exercises for teaching the desired standard English items.

5.5 The participants will be able to explain the relationship of the linguistic subsystems (phonology, grammar, vocabulary, semantics) to the four language skills (listening, speaking, reading, writing).

5.6 The participants will be able to identify and/or demonstrate some effective second-language teaching techniques, drills, exercises and activities recommended for the teaching of English as a Second Language.

DAY FOUR

CULTURE

OBJECTIVES

The objectives listed here are indicative of psychological growth, attitudes and teaching behaviors considered desirable for teachers in the field of bilingual education as related to culture.

It is considered essential for the overall success of bilingual education that efforts toward the accomplishment of these objectives be continued past the institute into long range in-service programs. More material than can be reasonably covered in one day has been included here for this reason.

Affective

Assumption: It is recognized that complete growth in these areas cannot be accomplished within a short period of time, however, it is considered impossible to deal realistically with culture without addressing the areas included herein.

6.1 Respect: Sense of Self-Teacher

Self-awareness: The participants will demonstrate growth in awareness of his/her own cultural and personal reactions to persons of other cultures.

6.2 Self-acceptance: The participant will demonstrate growth in acceptance of himself/herself and his/her own culture. Assumption: Self-acceptance, a positive sense of self, leads to the ability to accept persons of other cultures.

6.3 Affective - Communication: The participant will demonstrate growth in communicating feelings and attitudes with children of other cultures.

6.4 Respect: Sense of Self-Student Respect for Child's Culture: The participant will demonstrate growth in respect for a child's culture and the ability to assist a child in developing a positive sense of self.

Cognitive

6.5 Multicultural Awareness: The participant will demonstrate awareness, sensitivity and acceptance of a

multicultural society.

6.6 Definition of Culture: The participant will demonstrate knowledge of the following concepts and be able to give examples from his own classroom experience:

- Culture
- Deep Culture
- Ethnocentrism
- Acquisition of culture
  - Socialization
  - Acculturation
- Situational culture

6.7 Description of Culture: The participant will demonstrate (drawing on personal experience) knowledge of variations in individual and group behavior stemming from the following sources:

- Children's goals (time orientation, perception, etc.)
- Group ("gang") goals and values
- Peer group pressures
- Family traditions
- Socio-economic survival, social and aesthetic needs
- Ethnic traditions
- Language (verbal and non-verbal)

6.8 Dimensions of Culture: The participant will identify from his/her own experience some of the following significant dimensions of culture:

- sense of time
- attitude toward death, birth, and sickness
- attitude toward family
- kinds of childhood fears
- cooperation - competition paradoxes
- achievement - ascription paradoxes
- need to belong - need for independence paradox
- types of humor

6.9 Contributions of Mexican Americans, Past and Present: The participant will demonstrate a knowledge of Mexican American contributions and achievements.

TEACHER PUPIL INTERACTION

OBJECTIVES

7.1 Participants will acquire a basic understanding of classroom interaction (both verbal and non-verbal) which contributes to or obstructs communication in the classroom

7.2 Participants will become familiar with one interaction analysis instrument. (SCIMP: System for Coding Interaction with Multiple Phases)

7.3 Participants will acquire or extend an awareness of those behaviors which one might modify in order to become more effective in the bilingual classroom.

DAY FIVE

CLASSROOM MANAGEMENT

OBJECTIVES

Given explanation and demonstrations of classroom management techniques, participants will:

8.1 acquire a basic understanding of classroom management alternatives;

8.2 acquire a basic understanding of how variables in their local school environment affect classroom management; and

8.3 have the opportunity to design a classroom management system which is realistic for their particular situations.

MATERIALS - PART II

OBJECTIVES

9.1 Participants will become familiar with methods for evaluating materials

9.2 Participants will become familiar with other aspects related to the use of materials in the bilingual classroom including

materials adoptative and
materials development

FINAL SESSION

OBJECTIVES

10.1 Given an opportunity to bring up problems which they have encountered in the course of the training sessions, participants will:

10.2 . seek solutions to these problems from the institute leaders and other participants

Participants will complete evaluation forms prior to the conclusion of the final session.

Participant Handout No. 1.2.1

"A Statewide Design for Bilingual Education"

Copies are available from the Office of International and Bilingual Education, Texas Education Agency, 201 East 11th Street, Austin, Texas 78701.

Participant Handout No. 1.2.2

PROPOSED AMENDMENTS IN POLICIES
AND REVISIONS IN ADMINISTRATIVE PROCEDURES

Implementation of Bilingual Education Programs

Austin, Texas
January 12, 1974

State Board of Education
Austin, Texas

Members of the Board:

On September 8 you directed me to develop and submit State Board of Education Policies and Administrative Procedures for the implementation of bilingual education legislation. The following proposed policies and administrative procedures are attached for your approval:

(1) 3251 Bilingual Education Program Description
(Policy and Administrative Procedure)

(2) 3252 Bilingual Education Permitted
(Policy and Administrative Procedure)

(3) 3253 Bilingual Education Training Institutes
(Policy and Administrative Procedure)

(4) 3340 Textbooks for Children Enrolled in Bilingual Education Classes
(Policy)

(5) 3464 Special Transportation Provisions for Certain Educational Programs
(Policy and Administrative Procedure)

(6) 3581 Required Statewide Bilingual Education Program
(Policy and Administrative Procedure)

(7) 4107 Transportation
(Policy and Administrative Procedure)

Respectfully submitted,

J. W. Edgar
Commissioner of Education

CHAPTER 3. PUBLIC EDUCATION PROGRAM

SERIES 3200 PROGRAM ELEMENTS

SUB-SERIES 3250 MULTI-CULTURAL EDUCATION

3251 Bilingual Education Program Description

Bilingual Education (including Bilingual Education Permitted, Policy 3252; and, Required Statewide Bilingual Education Program, Policy 3581) is an authorized instructional program encompassing the total educational process in which two languages (English and another language) shall be used for a portion of or all of the curriculum. Bilingual instruction may be provided throughout all grade levels in accordance with statutory provisions and the current Statewide Design for Bilingual Education. The amount of time and the treatment accorded to each of the languages in both content area and language instruction shall be commensurate with the individual needs of pupils. Inherent in the program of bilingual instruction shall be the teaching of the cultural heritage of the people whose languages are used and of the contributions made to the community, the state, and the country.

For pupils whose first language is other than English, the teaching of concepts, content information, and attitudes and relationships may be undertaken entirely in the first language until sufficient facility is achieved in the use of both languages.

Bilingual education shall be implemented in accordance with the Statewide Design for Bilingual Education, adopted and revised as needed by the State Board of Education and administered by the staffs of the Texas Education Agency and the school districts.

(Other Policies relating to Bilingual Education are: 3581, Required Statewide Bilingual Education Program; 3582, Bilingual Education Training Institutes; 3340, Textbooks for Children Enrolled in Bilingual Education Classes; 3464, Special Transportation Provisions for Certain Educational Programs)

Reference

Section 21.109, Texas Education Code.
Section 21.451, Texas Education Code.

CHAPTER 3. PUBLIC EDUCATION PROGRAM

SERIES 3200 PROGRAM ELEMENTS

SUB-SERIES 3250 MULTI-CULTURAL EDUCATION

3251 Bilingual Education Program Description

The Office of International and Bilingual Education has primary responsibility for the administration of Bilingual Education Programs.

The Statewide Design for Bilingual Education and any revisions are submitted by the Commissioner of Education to the State Board of Education for approval. The adopted state plan and each revision are distributed to all school districts.

Bilingual Education is a full-time program of instruction developed to meet the individual needs of each child and is characterized by the following instructional components:

(1) The basic concepts initiating the child into the school environment are taught in the language he brings from home.

(2) Language development is provided in the child's dominant language.

(3) Language development is provided in the child's second language.

(4) Subject matter and concepts are taught in the child's dominant language.

(5) Subject matter and concepts are taught in the second language of the child.

(6) Specific attention is given to develop in the child a positive identity with his cultural heritage, self-assurance, and confidence.

CHAPTER 3. PUBLIC EDUCATION PROGRAM

SERIES 3200 PROGRAM ELEMENTS

SUB-SERIES 3250 MULTI-CULTURAL EDUCATION

3252 Bilingual Education Permitted

3252.1 Determination of Need for and Implementation of Programs

~~The Board of Trustees of a school district shall determine in which grades and under what circumstances bilingual education programs are provided.~~
Bilingual instruction may be offered in those situations when such instruction is necessary to ensure a pupil's reasonable efficiency in the English language so as not to be educationally disadvantaged.

The ~~determination and~~ priority for implementation of bilingual education programs shall be in accordance with the Statewide Design for Bilingual Education.

~~3252.2 Approval of Programs~~

~~Approval by the Texas Education Agency must be obtained by school districts to implement a bilingual education program for secondary students (grades 7-12).~~

3252.2 Pupil Eligibility

Pupil eligibility shall be determined as follows:

(a) general program -- Eligible participants in bilingual education programs funded by ~~local revenue and~~ the Foundation School Program are all pupils eligible for free attendance. (Pupil Attendance Allowed, Policy 5101)

(b) ~~federal program -- Eligible participants in bilingual education programs conducted under Title VII Elementary and Secondary Education Act (ESEA) or other federally funded programs are students age 3-18 years of age who have limited English speaking ability and who come from environments where the dominant language is other than English. Eligibility for participation is further extended to pupils whose first language is English where their participation enhances the effectiveness of the program.~~

(b) special program -- Eligible participants in bilingual education programs funded by the Foundation School Program are all pupils of limited English-speaking ability eligible for free attendance.

CHAPTER 3. PUBLIC EDUCATION PROGRAM

SERIES 3200 PROGRAM ELEMENTS

SUB-SERIES 3250 MULTI-CULTURAL EDUCATION

3252 Bilingual Education Permitted

3252.2 Pupil Eligibility (continued)

(c) federal programs -- Eligibility for participation in federally funded programs shall be determined in accordance with the programs' respective guidelines.

(d) locally funded programs -- For pupils that may not be considered as eligible in the three paragraphs above, local funds may be expended to finance bilingual education in accordance with attendance and tuition policies of the local board of school trustees.

Reference
Section 21.109, Texas Education Code.
Chapter 21, Subchapter L, Texas Education Code.

CHAPTER 3. PUBLIC EDUCATION PROGRAM

SERIES 3200 PROGRAM ELEMENTS

SUB-SERIES 3250 MULTI-CULTURAL EDUCATION

3252 Bilingual Education Permitted

3252.1 Determination of Need for and Implementation of Programs

The following are priorities for the implementation of effective Bilingual Education programs in the schools of Texas, in order of their urgency, with the initial focus on English and Spanish.

First Priority: A Bilingual Education program should be provided for all children entering school for the first time who speak little or no English.

Second Priority: A Bilingual Education program should be provided for all children in the primary grades who have not been able to master the English language.

Third Priority: For those children in the middle and upper elementary grades who have not been able to master the English language and attain success in learning curriculum content, bilingual instruction should be given.

Fourth Priority: For those students in secondary schools who have not been able to master the English language and attain success in learning curriculum content, bilingual instruction should be given.

Fifth Priority: Instruction for students at all levels who do not have difficulty with English, should include the following components:

- language development in English and another language
- the concept of the confluence of cultures

The language development in this priority goes beyond the customary foreign languages programs.

~~3252.2--Approval of Programs~~

~~Application forms for obtaining approval to implement any secondary program in bilingual education are obtained from, and submitted, every three years, to the Office of International and Bilingual Education for review. Approval is made by the Texas Education Agency through the assistant commissioner for international and bilingual education. Programs implemented at the elementary level are reported in the superintendent's annual report.~~

~~3252.3--Pupil Eligibility~~ 84

3252.2 Pupil Eligibility 74

CHAPTER 3. PUBLIC EDUCATION PROGRAM

SERIES 3200 PROGRAM ELEMENTS

SUB-SERIES 3250 MULTI-CULTURAL EDUCATION

3253 Bilingual Education Training Institutes

The Texas Education Agency contracts with school districts, colleges, universities, Education Service Centers, and/or individuals to conduct bilingual education training institutes throughout the State of Texas. Professional and paraprofessional personnel employed by public schools eligible to participate in the institutes are reimbursed for expenses incurred as a result of their participation. The Institutes are conducted in accordance with the training models approved by the Commissioner of Education.

CHAPTER 3. PUBLIC EDUCATION PROGRAM

SERIES 3300 INSTRUCTIONAL RESOURCES

SUB-SERIES 3330-40 STATE TEXTBOOK PROGRAM

3340 Textbooks for Children Enrolled in Bilingual Education Classes

3340.1 Special Definition

The term "textbooks" for children enrolled in bilingual education classes means books and supporting media which convey information or otherwise contribute to the learning process, through the use of English and/or the native language of the children in the program.

3340.2 Bilingual Education Textbook Adoptions

Textbooks recommended as suitable for use in bilingual education programs shall be adopted in accordance with regular textbook adoption policies and administrative procedures of this sub-series.

(No proposed Administrative Procedures needed.)

Reference

Section 12.05, Texas Education Code.

CHAPTER 3. PUBLIC EDUCATION PROGRAM

SERIES 3400 PUPIL SERVICES

SUB-SERIES 3460 TRANSPORTATION

3464 Special Transportation Provisions for Certain Educational Programs

Special transportation provisions for educational programs shall be established by the Commissioner of Education when directed by law or when he deems necessary. These programs shall include, but not be limited, to migrant education, and special education for exceptional children, and bilingual education for children of limited English-speaking ability.

(Exceptional Pupil Eligibility, Policy 3462.2; Special Transportation for Exceptional Pupils, Policy 3572.10; and Transportation for Children Enrolled in Required Statewide Bilingual Education Programs, Policy 4107.3.6)

Reference

Section 21.460, Texas Education Code.

CHAPTER 3. PUBLIC EDUCATION PROGRAM

SERIES 3400 PUPIL SERVICES

SUB-SERIES 3460 TRANSPORTATION

3464 Special Transportation Provisions for Certain Educational Programs

(Add a new paragraph C as follows)

(c) Bilingual Education

A public school district operating an approved program of bilingual education for children of limited English-speaking ability may make application for bus service to transport these children from one campus to another within a district or from one district to another when the home district does not provide a bilingual education program.

Allocations are made in accordance with Policy 4107.3.6.

CHAPTER 3. PUBLIC EDUCATION PROGRAM

SERIES 3500 ADAPTATIONS FOR SPECIAL POPULATIONS

SUB-SERIES 3580 CHILDREN OF LIMITED ENGLISH-SPEAKING ABILITY

3581 Required Statewide Bilingual Education Program

The State Board of Education is committed to the principle of equal educational opportunity for every child. The basis for bilingual education is founded on the belief that a program of bilingual education can meet the needs of children of limited English-speaking ability and facilitate their integration into the regular school curriculum. The public education program of Texas shall include a Required Statewide Bilingual Education Program for children of limited English-speaking ability.

The intent of a Required Statewide Bilingual Education Program is:

(1) to carry out fully and effectively legislative intent expressed in the Foundation School Program Act "... to guarantee to each child of school age in Texas the availability of a Foundation School Program...";

(2) to develop further the intent of State Board of Education Policy 3511, that "The public educational program of Texas shall include an educational provision for populations of pupils who have special needs because of certain distinguishing characteristics."

(3) to provide for the full implementation of all legislation relevant to the education of children of limited English-speaking ability; and

(4) to furnish leadership and guidance to local school districts in the initiation, implementation, and development of bilingual education programs for children of limited English-speaking ability in Texas.

The Commissioner of Education shall establish and implement the Required Statewide Bilingual Education Program in accordance with State Board of Education Policy and the intent of the law.

Reference

Chapter 21, Sub-chapter L, Texas Education Code.

CHAPTER 3. PUBLIC EDUCATION PROGRAM

SERIES 3500 ADAPTATIONS FOR SPECIAL POPULATIONS

SUB-SERIES 3580 CHILDREN OF LIMITED ENGLISH-SPEAKING ABILITY

3581 Required Statewide Bilingual Education Program

The Required Statewide Bilingual Education Program is implemented in accordance with the following procedures:

(a) Responsibility for Implementation

The Office of International and Bilingual Education has primary responsibility for the administration of this program. This office further assists school districts in establishing, operating, and developing comprehensive bilingual education programs.

All public school efforts to assist children of limited English-speaking ability shall be primarily directed toward meeting the educational needs of these children and in accordance with State Board of Education Policies and Administrative Procedures. To meet those needs in a responsible and sensitive manner, it is necessary to undertake intensive local planning processes, to maximize the innovative use of bilingual methodology and instructional resources, to emphasize the positive values of cultural and linguistic diversity, and to disseminate the results of program evaluation. Because the numbers of children of limited English-speaking ability and resources available to meet their needs do not occur uniformly throughout the State, school districts shall explore every available avenue to provide these children with a full-time instructional program of bilingual education.

(b) Definitions

Children of limited English-speaking ability means children whose native language is one other than English and who have difficulty performing ordinary classwork in English.

(c) Establishment of Required Statewide Bilingual Education Programs

Beginning with the 1974-75 scholastic year, each school district which has an enrollment of 20 or more children of limited English-speaking ability in any language classification in the same grade level during the preceding scholastic year, and that does not have a program of bilingual instruction, shall institute a program of

CHAPTER 3. PUBLIC EDUCATION PROGRAM

SERIES 3500 ADAPTATIONS FOR SPECIAL POPULATIONS

SUB-SERIES 3580 CHILDREN OF LIMITED ENGLISH-SPEAKING ABILITY

3581 Required Statewide Bilingual Education Program (continued)

bilingual instruction for the children in each language classification. Implementation of required programs shall commence at the first grade level during the 1974-75 scholastic year until bilingual instruction is offered in each grade up to the sixth grade.

Local school boards may establish bilingual education programs with respect to a language classification with less than 20 children.

The means by which school districts shall operate a bilingual education program for children of limited English-speaking ability under the Foundation School Program are:

(c-a) Establishing requirements for School Districts

The Commissioner of Education shall receive from each school district, not later than March 1 of each year, a written report of the number of school-age children of limited English-speaking ability within each grade level in the district and a classification according to the language in which they possess a primary speaking ability.

Each school district must have on file a policy statement adopted by its board of education delineating the district's method and criteria to be used for identifying children of limited English-speaking ability. A copy of the school district policy is to be submitted to the Texas Education Agency with the "Application for Operational Expenses Allocation."

(c-b) Operational Expense Allocations

A special allowance per pupil of limited English-speaking ability enrolled in an approved Required Statewide Bilingual Education Program is to be made for pupil evaluation and special instructional materials.

CHAPTER 3. PUBLIC EDUCATION PROGRAM

SERIES 3500 ADAPTATIONS FOR SPECIAL POPULATIONS

SUB-SERIES 3580 CHILDREN OF LIMITED ENGLISH-SPEAKING ABILITY

3581 Required Statewide Bilingual Education Program (continued)

The special allowance is allocated to a school district at the beginning of the school year as soon as the "Application for Operational Expenses Allocation" is submitted to and certified by the Office of International and Bilingual Education to the Finance Division.

The procedures which apply to the use of the operational expenses allocation to each approved bilingual education program are:

- the allocation will be used to improve the quality of instruction in bilingual education classes. The allocation shall be utilized for pupil evaluation, services and materials, books, instructional media, and other instructional materials appropriate for instruction with children of limited English-speaking ability.

- the special allowance used for the operation of an approved program must supplement, not replace, local funds normally budgeted for the total instructional program.

- since unused funds shall be applied against the Operational Expenses Allocation for the ensuing school year, the school district must maintain records that especifically identify or otherwise account for itemized expenditures from the operational Expenses Allocation and must retain documents as necessary to support the payment of Expenditures. Records are subject to audit in accordance with State Board of Education Policy 4201, Budgeting, Accounting, Financial Reporting and Auditing for School Districts and Education Service Centers.

(Provisions for Textbooks for Children Enrolled in Bilingual Education Classes, Policy 3340; and allocation for Transportation for Children Enrolled in Required Statewide Bilingual Education Programs, Policy 4107.3.6.)

CHAPTER 3. PUBLIC EDUCATION PROGRAM

SERIES 3500 ADAPTATIONS FOR SPECIAL POPULATIONS

SUB-SERIES 3580 CHILDREN OF LIMITED ENGLISH-SPEAKING ABILITY

3581 Required Statewide Bilingual Education Program (continued)

(c-c) Application for Operational Expenses Allocation

Allocations for Required Statewide Bilingual Education Programs for children of limited English-speaking ability will be made on the basis of an approved application submitted to the Texas Education Agency.

Each application shall include a program description which indicates the following:

(1) The number of children of limited English-speaking ability in the program and their primary language classification.

(2) The number of native English-speaking children, if any, participating in the bilingual education program.

(3) The number of teachers and paraprofessionals assigned to the program.

(4) Location of program (Specify campus or campuses)

(5) Brief description of instructional programs.

(6) Record of on-going and proposed in-service education geared to the requirements of the bilingual program and the needs of the professional and paraprofessional staff.

(7) Where programs are being operated jointly, a description of the contracting arrangements.

(c-d) Evaluation of Programs

(To be developed)

(d) Program Content; Method of Instruction

The Required Statewide Bilingual Education Program implemented by a school district shall be a full-time program of instruction as described in the approved Statewide Design for Bilingual Education, outlined in Policy 3251.

CHAPTER 3. PUBLIC EDUCATION PROGRAM

SERIES 3500 ADAPTATIONS FOR SPECIAL POPULATIONS

SUB-SERIES 3580 CHILDREN OF LIMITED ENGLISH-SPEAKING ABILITY

3581 Required Statewide Bilingual Education Program (continued)

(e) Enrollment of Children in Program

Every school-age child of limited English-speaking ability residing within a school district required to provide a bilingual program for his language classification shall be enrolled in the program for a period of three years or until he achieves a level of English language proficiency which will enable him to perform successfully in classes in which instruction is given only in English, whichever first occurs.

Children enrolled in the program, whenever possible, shall be placed in classes with other children of approximately the same age and level of educational attainment. If children of different age groups or educational levels are combined, the school district shall insure that the instruction given each child is appropriate to his or her level of educational attainment, and the district shall keep adequate records of the educational level and progress of each child enrolled in the program.

No school district may transfer a child of limited English-speaking ability out of a Required Statewide Bilingual Education Program prior to his third year of enrollment in the program, unless

- the parents of the child approve the transfer in writing; and
- the child has received a score on an examination which in the determination of the Texas Education Agency, reflects a level of English language skills appropriate to his or her grade level.

If later evidence suggests that a child who has been transferred is still handicapped by an inadequate command of English, he may be re-enrolled in the program for a length of time equal to that which remained at the time he was transferred.

Assignment to Bilingual Education Programs may continue beyond three years with the approval of the school district and the child's parents or legal guardian.

CHAPTER 3. PUBLIC EDUCATION PROGRAM

SERIES 3500 ADAPTATIONS FOR SPECIAL POPULATIONS

SUB-SERIES 3580 CHILDREN OF LIMITED ENGLISH-SPEAKING ABILITY

3581 Required Statewide Bilingual Education Program (continued)

(f) School District Policy for Parent or Guardian Notification

Each school district operating a Required Statewide Bilingual Education Program for Children of limited English-speaking ability will have a Board policy requiring that:

(1) the child's parent or guardian be notified of the child's enrollment in a bilingual education program no later than 10 days after the enrollment of the child; and

(2) such written notification shall be in English and in the language in which the parents or guardian of the child possess a primary speaking ability.

(g) Joint Bilingual Education Programs and the Transfer of Students

A school district may join with any other district or districts to provide Bilingual Education Programs. The availability of the programs shall be publicized throughout the affected districts.

A school district may allow a non-resident child of limited English-speaking ability who is otherwise subject to the Foundation School Program to enroll in or attend its program of bilingual education, and the tuition for the child shall be paid by the district in which the child resides.

The tuition of a child of limited English-speaking ability who transfers from one district to another is:

(1) the responsibility of the home district if bilingual education is not provided in the home district; or

(2) the responsibility of the parent, if bilingual education is provided in the home district.

(h) Preschool and Summer School Programs
(to be developed)

CHAPTER 3. PUBLIC EDUCATION PROGRAM

SERIES 3500 ADAPTATIONS FOR SPECIAL POPULATIONS

SUB-SERIES 3580 CHILDREN OF LIMITED ENGLISH-SPEAKING ABILITY

3581 Required Statewide Bilingual Education Program (continued)

(i) Bilingual Education Endorsements

Bilingual education endorsements shall be issued as specified in Policy 6205, Certificate Areas of Specialization.

(f) Eleven and Twelve Months Extended Year Contracts
(to be developed)

CHAPTER 4. PUBLIC SCHOOL FINANCE

SERIES 4100 FOUNDATION SCHOOL PROGRAM

4107 Transportation

4107.3.6 Transportation for Children Enrolled in Required Statewide Bilingual Education Programs

Each school district operating an approved program of bilingual education for children of limited English-speaking ability shall be reimbursed for the cost of transporting eligible students from one campus to another within a district or from one district to another when the home district does not offer a bilingual education program.

Reference

Section 21.460, Texas Education Code.

CHAPTER 4. PUBLIC SCHOOL FINANCE

SERIES 4100 FOUNDATION SCHOOL PROGRAM

4107 Transportation

4107.3.6 Transportation for Children Enrolled in Required Statewide Bilingual Education Programs

The procedures by which funds are allocated for the transportation of eligible bilingual education students are:

(1) Application for bus routes is made directly to the Texas Education Agency.

(2) Each request for a bus route to serve children of limited English-speaking ability enrolled in approved bilingual education programs will be subject to a survey by the Texas Education Agency.

(3) A separate application is made for the reimbursement of funds.

(4) Reimbursement shall be based on the number of actual miles traveled times the district's official extra-curricular travel per mile rate as set by the local board of trustees and approved by the Texas Education Agency.

Participant Handout No. 1.3.1

A TYPOLOGY OF BILINGUAL EDUCATION*

William F. Mackey
Director, International Center for Research on Bilingualism, Quebec

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Attachment A: Typology of Bilingual Schooling

*Prepared for a Research Conference on Bilingual Education Under the Auspices of the Bureau of Research of the United States Office of Education, June, 1969.

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INTRODUCTION

There are few countries where one cannot find some instances of bilingual education. In the past decade the demand for bilingual education has been increasing in most parts of the world. In the developing or emerging nations the demands is caused by the rise in the status of one or more of the vernacular languages combined with the need to maintain an international language for purposes of secondary and higher education. In other nations, where the official language has already attained international status, a changing climate of tolerance toward minorities has often made it possible for ethnic groups speaking a language other than that of the national majority to organize with official approval their own schools in their own language.

Some of these changes have been the results of regional necessity; others are the fruits of local accommodations, based on purely political motives. It is important that the pressures of politics be distinguished from local linguistic needs. And linguistic needs must not be confused with linguistic desires. Language minorities have often been the victims of emotional exploitation from within by the few who can use it as a level to personal political power.

One of the pawns in the politics of local minorities has been the question of bilingual schooling. This is a question which often arouses bitter conflicts which are rarely resolved by the sort of objective analysis and impartial study needed. The situation is aggravated by the lack of knowledge on the advantages and disadvantages of bilingual education and on the conditions under which it is useful or harmful.

What has made it difficult to obtain such knowledge is the lack of some stable references to the many sorts of bilingual education and also because of the lack of standard measures for the numerous variables.

Schools in the United Kingdom where half the subjects are taught in English are called bilingual schools. Schools in Canada in which all subjects are taught in English to French Canadian children are called bilingual schools. Schools in the Soviet Union in which all subjects except Russian are taught in English are bilingual schools, as are schools in which some of the subjects are taught in Georgian and the rest in Russian. Schools in the United States where English is taught as a second language are called bilingual schools, as are parochial schools and even weekend ethnic schools.

Bilingual situations of entirely different patterns have unwittingly been grouped together under bilingual schools and used as a basis for research on bilingual education. This is partly because the concept of "bilingual school" has been used without qualification to cover such a wide range of uses of two languages in education. The term "bilingual school" means many things, even within the same country, and in any discussion is likely to mean different things to different persons. It cannot therefore, in its present denotation, be taken as an object for research.

Since we are faced with various combinations of various factors, any single definition of bilingual schooling would be either too wide or too narrow to be of any use in planning and research, for what is true for one combination of factors may be untrue for another. And since the causes and effects of bilingual schooling are to be found outside the school, it is important to take these into consideration. What is needed, therefore, is not another definition of bilingual schooling or bilingual education but a classification of the field to account for all possible types–in other words, typology.

Since bilingual education contains so many variables, a systematic classification of them in the form of a typology could be of help in designing experiments and in talking about bilingual education; it could contribute to the systematization of bilingual school programs and suggest ways of coordinating research and development in this expanding area of enquiry. As a preliminary to any typology, it is necessary to determine how much it will take into account.

Since the terms "bilingual education" and "bilingual school" are used to cover a wide range of different cases, it will be advantageous to have the widest possible inclusion. Otherwise we would have more use for definitions than for a typology. Instead of trying to change any current usage, we shall simply adopt the most inclusive. This will enable us to classify cases ranging from the uniligual education of bilingual children in unilingual communities to the bilingual education of unilingual children in bilingual communities. It will make it possible to include schools where some or all subjects are in the other language. It is necessary to isolate and classify all types of bilingual education before measuring their components. This is preliminary to any research.

In order to be of use to researchers, such a typology has to be entirely objective and based on criteria that are observable and quantifiable. Such criteria may be found in the pattern of distribution of languages in (1) the behavior of the bilingual at home, (2) the curriculum in the school, (3) the community of the immediate area within the nation, and (4) the status of the languages themselves. In other words, bilingual education is a phenomenon in four dimensions. Let us take a look at the first.

1. The Learner in the Home

If we study the language behavior of the learner at home in relation to the language requirements of his school, we find that, classified according to language usage, there are five types of bilingual learner.

A learner who speaks only one language at home and the same language in the school, even though it may not be the language of the community, is in quite a different position from that of the learner who uses two languages at home and the same two at school.

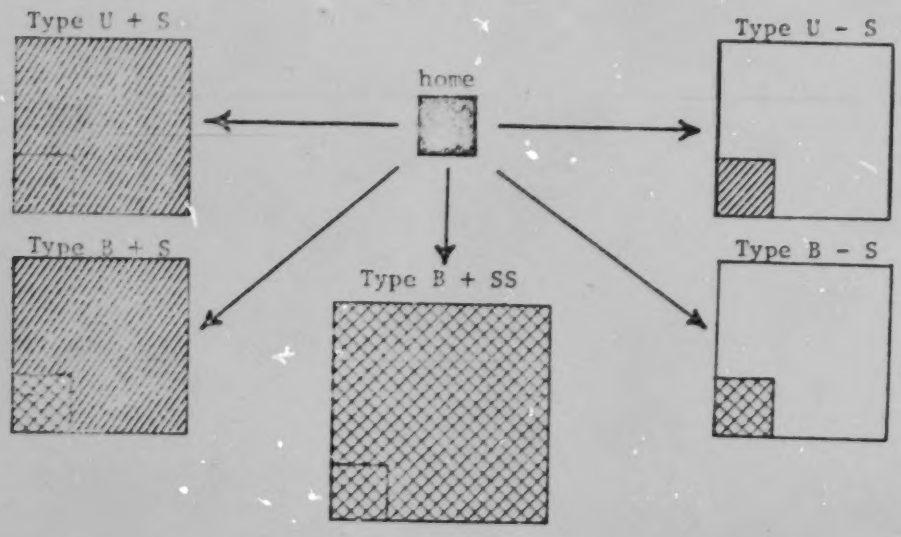
Without going into the degree of language proficiency, which will be accounted for below, we may divide our five types into two categories: those covering learners from unilin-

gual homes (U) and those from bilingual homes (B). In each category, there are the cases where one home language is used as a school language (+S) and those where no home language is used as a school language (-S); in the bilingual category there are the cases where both home languages are used as school languages (+SS). This gives us our five types of learner:

1. Unilingual home: language is school language (U+S).
2. Unilingual home: language is not school language (U-S).
3. Bilingual home: languages include one school language (B+S).
4. Bilingual home: languages exclude school languages (B-S).
5. Bilingual home: languages include both school languages (B+SS).

Trilingual, quadrilingual, and other multilingual cases are simply numerical extensions of the above.

If we use a small square for the home, a larger one for school, and shading for the languages, we may visualize the types thus:



2. *The Curriculum in the School*

Belonging to any one of these five types, each learner, with his acquired language habits ranging anywhere from complete unilingualism in one language to complete unilingualism in the other, enters a school where the importance and uses of the languages may not correspond to what they are at home. His place on the scale of bilingual usage—the ratio of his use of his two languages—is likely to be different from that of the school. Only at the extreme ends of the scale, the unilingual school for the corresponding unilingual learner (U+S), are the two points likely to correspond exactly. In all other cases, there is no guarantee that the ratio fo bilingualism in the entering language behavior of the learner will correspond to the linguistic assumptions of a bilingual curriculum. For the curriculum patterns of bilingual schools vary as to (1) medium of instruction, (2) development, (3) distribution, (4) direction, and (5) change.

(1) The medium of instruction may be one language, two languages, or more; in other words, the school may have a single medium (S) or a dual medium (D) curriculum. (2) The development pattern may be one of maintenance (M) of two or more languages, or of transfer

(T) from one medium of instruction to another. (3) The distribution of the languages may be different (D) or equal and the same (E). (4) The direction may be toward assimilation into a dominant culture, toward acculturation (A), or toward integration into a resurgent one, that is, toward irredentism (I). Or it may be neither one nor the other, but simply the maintenance of the languages at an equal level. In this case, the languages may be equal but different (D), or equal and equivalent (E). (5) Finally, the change from one medium to another may be complete (C) or gradual (G).

2.1 Medium: Single or Dual

Schools may be classified according to their languages used to convey knowledge, in contradistinction to the languages taught as subjects. Knowledge may be conveyed in one language, in two, or more.

2.1.1 Single-Medium Schools (S)

Single-medium schools are bilingual insofar as they serve children whose home language is different from the school language, the area language, or the national language. This may be the only language used for all subjects at all times.

2.1.2 Dual-Medium Schools (D)

In contradistinction to the type of school using a single medium of instruction are those which use two media—both the home and the second language, as the case may be, to convey knowledge. These are the dual-medium schools. Some subjects are taught in one language, some in the other language. In parts of Wales, history, geography, literature, and the fine arts are taught in Welsh; mathematics, social studies, biology, and other sciences are taught in English. Dual-medium schools vary not only in what is taught but also in how much. It is thus that they may be distinguished and classified. They can be compared quantitatively by measuring the amount of time devoted to the use of each language.

So far, we have made only a static or synchronic distinction between bilingual schools—single-medium and dual-medium schools. But since education is progressive by its nature, these distinctions must also be viewed developmentally, that is, on a time scale.

2.2 Development: Transfer or Maintenance

If we examine bilingual schools on the time scale, that is, from the point of view of the distribution of the languages from the first to the last year of the school's programme—or a section of it—we find two patterns: the transfer pattern and the maintenance pattern, both applying to single- and dual-medium schools.

MEDIUM	Development	Transfer	Maintenance
	Single		
	Dual		

2.2.1 Transfer (T)

The transfer pattern has been used to convert from one medium of instruction to another. For example, in some nationality schools in the Soviet Union a child may start all his instruction in his home language, perhaps that of an autonomous Soviet republic, and gradually end up taking all his instruction in the language of the Soviet Union. In schools of this type, the transfer may be gradual or abrupt, regular or irregular, the degree of regularity and gradualness being the variables available to distinguish one school from another.

2.2.2 Maintenance (M)

Contrariwise, the object of the bilingual school may be to maintain both languages at an equal level. This is often the pattern when both are languages of wider communication or are subject to legal provisions in the constitution which oblige schools to put both languages on an equal footing. The maintenance may be done by differentiation or by equalization.

2.3 Direction: Acculturation or Irredentism (A-I)

The direction taken by the curriculum may be toward the language of wider culture, toward acculturation; or toward that of the regional, national, or neo-national culture–the direction or irredentism.

2.4 Distribution: Different or Equal (D–E)

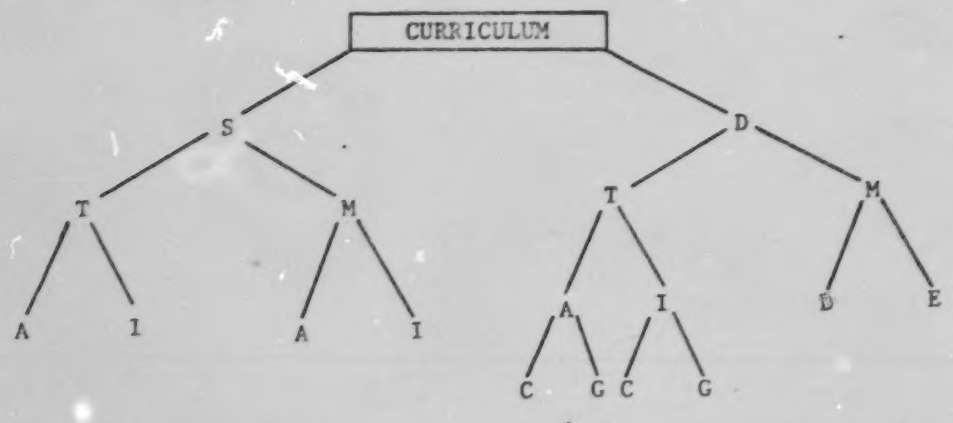
The subjects in the curriculum may be distributed differently, using different subjects for each; or equally, alternating or repeating the instruction from one language to the other.

2.5 Change: Complete or Gradual (C-G)

The change in direction or distribution may be complete and abrupt–using, for instance, one language one year and the other language the next–or gradual–adding more and more instruction in the other language.

2.6 *Curriculum Patterns*

The interplay of these basic distinctions generates a limited number of possible patterns, as illustrated in the following figure:



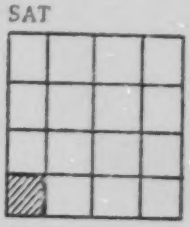
The distinctions between single (S) and dual (D) medium schools, accultural (A) and irredental (I), transfer (T) and maintenance (M), and complete (C) and gradual (G) change generate ten possible types of curriculum patterns. These are: SAT, SAM, SIT, SIM, DAT(C), DAT(G), DIT(C), DIT(G), and DEM. Let us see what each of these involves.

What is patterned in bilingual schooling is the use of two or more languages, one, all, or neither of which may be native to the learner and have a certain degree of dominance in his home environment. Any of the five types of home-school language relationship described above may enter the curriculum patterns described below. To represent these we shall take the unilingual home, where the language used may or may not be the school language or one of the school languages.

The curriculum, made up of subjects (vertical columns) and time units in which they are taught (horizontal columns) will be symbolized in a grid:

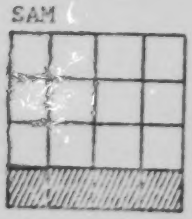
The home is placed beside the school, covering the lower left corner of the grid. It makes use of a language which may be different from that of the school, of the community, or of the nation. The extent to which the language is used is not a question of type but a matter of measurement—not of "what" is used, but of "how much." (See 4.1).

2.6.1 Type SAT (Single-Medium Accultural Transfer)



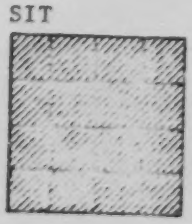
This type may transfer the language of learning from that of the home to that of the school. It may be completely accultural in that it takes no account of the language of the home. This type of single-medium acculturation is common among schools attended by the children of immigrants; for example, the English medium schools of Italian or French immigrants in the United States.

2.6.2 Type SAM (Single-Medium Accultural Maintenance)



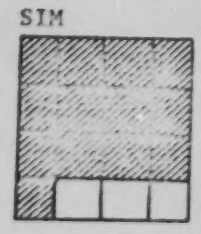
In some cases, as in the bilingual schools of certain parts of Canada, the home language or dominant home language is taught as a subject, without however being used as a medium of instruction. The maintenance of the home language as a subject may be the avowed purpose, as in the English-medium schools for French Canadians in Western Canada.

2.6.3 Type SIT (Single-Medium Irredental Transfer)



The converse also goes by the name of bilingual schooling. Here the home or dominant home language is used as a medium. Examples of this may be found in the multiple cases of language transfer, along the borderlands of Europe, resulting from the reconquest of territory. Witness, for example, the history of transfer of languages of instruction along the frontiers of the former Austro-Hungarian Empire.

2.6.4 Type SIM (Single-Medium Irredental Maintenance)

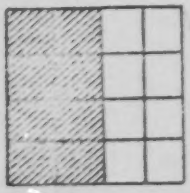


In some schools the dominant or formerly dominant national language is maintained as a school subject, as in the case of English in certain Gaelic schools of the West of Ireland.

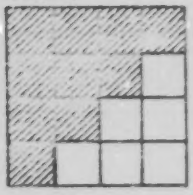
The common characteristic of all these single-medium schools is that only one language is used to transmit knowledge—a single language is used as a medium of instruction in all school subjects (although another language may be taught as a school subject, as it is in unilingual schools). For this reason we call these bilingual schools single-medium schools.

2.6.5 *Type DAT (Dual-Medium Accultural Transfer)*

DAT-C



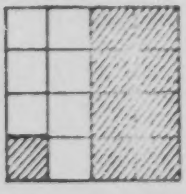
DAT-G



This type which, for obvious reasons of power and prestige is a common type, prepares children to take the rest of their education in a language or a dialect which is not dominant in the home—often a language of wider communication. Many of the schools in the emerging nations were, before they emerged, of this type. English in Africa was sometimes used after the third year. In other parts of Africa it was gradually introduced from the first year.

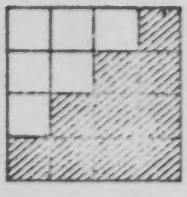
2.6.6 *Type DIT (Dual-Medium Irredental Transfer)*

DIT-C



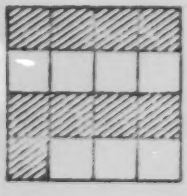
Conversely, in areas long dominated by a foreign language, the medium of instruction may revert to the language of the home, the foreign language being kept as a subject. Early Arabization of schooling in the Sudan illustrates this type.

DIT-G



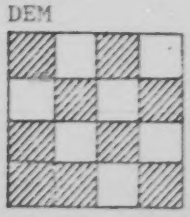
2.6.7 *Type DDM (Dual-Medium Differential Maintenance)*

DDM



In maintaining two languages for different purposes, the difference may be established by subject matter, according to the likely contribution of each culture. Often the culture-based subjects like art, history, literature, and geography are in the dominant home language. Bilingual schools in certain parts of Wales are of this type.

2.6.8 *Type DEM (Dual-Medium Equal Maintenance)*



In some schools, as those found in certain parts of Belgium, South Africa, and Canada, it has been necessary—often for political reasons—not to distinguish between languages and to give an equal chance to both languages in all domains. This is done by alternating on the time scale—day, week, month, or year—from one language to the other.

We have seen that, from the point of view of patterning, the curriculum of bilingual schools can be distinguished between single- and dual-medium schools, each following transfer or maintenance patterns—transfer being accultural or irredental, maintenance based on differentiation or equalization.

These patterns may remain stable or evolve, slowly or rapidly, along with changes in pressures and policies. If, for example, one studies the changes in the laws of Louisiana during the past century, one notices several changes in approved patterns of bilingual schooling. The law of 1839 assumes the existence of both French and English single-medium schools. The constitution of 1879 authorizes that all subjects be given in both languages (Article 226). Whereas the 1898 constitution authorizes the teaching of French only as a subject (Article 251). In the constitution of 1921 all allusion to French disappears. Recent cultural accords between Louisiana and Quebec again encourage the use of French in instruction.

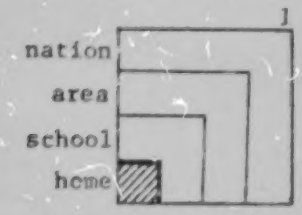
It is necessary, however, to distinguish between the patterns of language education used in a community and their avowed purposes. For example, a community may have language maintenance as its purpose, but be saddled with a transfer-type curriculum.

3. *The Community in the Nation*

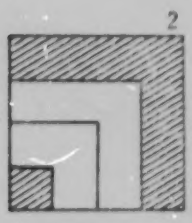
Any one of these ten types of curriculum patterns (SAT, SAM, SIT, SIM, DAT-C, DAT-G, DIT-C, DIT-G, DDM, DEM) may function in a number of different types of language areas and national states.

It makes a great difference whether one of the languages used in school is that of the surrounding community, or that of the wider community. The home and community contexts in which the language is used must be taken into consideration if the language is to be used in school, since it is on the assumption of usage and consequent knowledge that the teaching is based. There is a difference, for example, in using English as a medium of instruction in one of the special language schools of Kiev and using it as a medium of instruction in the Ukrainian bilingual schools outside Edmonton.

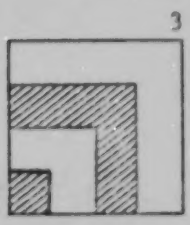
The following are the possibilities of area and national contextual settings in which the above curriculum patterns may appear.



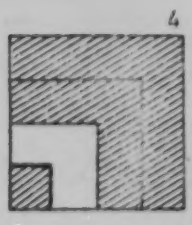
1. The school may be located in a place where the language of both the area and the national language is not that of the home.



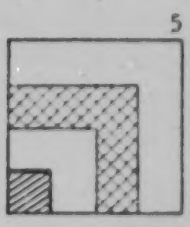
2. It may be in a country where the language of the home but not that of the area is the national tongue.



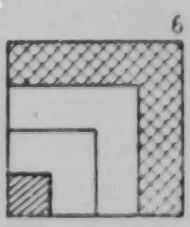
3. Conversely, the language of the area and not of the nation may be that of the home.



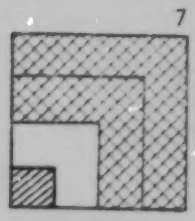
4. Both area and national language may be that of the home.



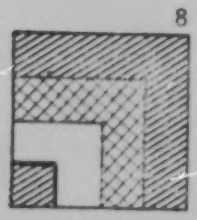
5. The national language may not be that of the home but the area may be bilingual with both the home and national languages being used.



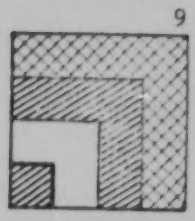
6. Conversely, the country may be bilingual and the area unilingual.



7. Both the area and the country may be bilingual.



8. The area may be bilingual and the national language may be that of the home.



9. Finally, the country may be bilingual and the area language that of the home.

The typology so far elaborated has been based on variations in language patterning in the usage of the nation, the area, and the school; But much depends on which languages are used and what sort.

Certain languages may be worth maintaining regardless of the community. If Spanish and French, for example, are regarded as legitimate specialties for the unilingual, why should they not also be for the bilingual whose other language is one of these? On the other hand, the language may not lead far, even though the probability of community maintenance may be high.

If each of these nine contexts can absorb each of the ten types of curriculum patterns, then there are ninety basically different patterns of bilingual schooling, giving us the typology which appears in the appended figure. Each of these ninety patterns may absorb one or more of the five home-school categories. If we eliminate mutually exclusive combinations, this leaves some 250 integrated types, ranging from (U-S)SAT 1 to (B+SS) DEM 9.

This should permit us to plan for the elaboration of objective distinctions between bilingual education and bilingual schooling. For example, a bilingual classroom with a DAT

curriculum pattern may contain learners with different patterns of bilingual education, depending on the category of relationship with the home language. All five types may find themselves in the same classroom, all doing the same thing. Whether it is wise to put them in the same class is another question; but it cannot be answered until something is known about the different home language behavior patterns of the learners. What type of curriculum pattern is suitable for which type of bilingual is a question yet to be resolved.

A number of these curriculum patterns may be in operation within the same school system, in the same area, or in the same country. Which type of curriculum is most appropriate for which type of area is another question.

Before any of these questions can be answered with any degree of certainty some means must be found of quantifying the variable within each type. All that the typology can do at present is to enable us to distinguish one bilingual educational situation from another in order to observe both of them systematically. But within each type there may be quantitative variations. The DAT type, for example, indicates that some school subjects are taught in one language and some in another; it does not tell us which ones or how many. It is only by using the typology to obtain a more detailed profile of each program of bilingual schooling that it will be possible to find out exactly what is going on in any area in the field of bilingual education, as compared with what may be going on some place else. This is what has been attempted in the appended questionnaire, designed as it is to pattern descriptions of bilingual schooling into the typology for purposes of study and comparison.

The greatest problem of pattern quantification, however, remains in the fourth area—that of the contact between the languages themselves.

4. The Languages in the Pattern

The component common to all types at all levels is language. In fact, the entire typology may be viewed as a series of patterns of distribution of two or more languages in the area of the learner, within the home, the school, the area, and the nation.

This common component is itself a variable. So that each language appears in each pattern at a certain degree of intensity. Any planning or research design has to take this into account in trying to fit persons into the right patterns. For it makes a difference whether or not a child's proficiency in one or more languages is on a par with that of the rest of the class, and whether the level of proficiency is sufficient for the language to be used as a medium of instruction.

In order to understand the nature of the language variable in bilingual education it is important to make a distinction between the function of the languages, their status, and the linguistic and cultural differences between them.

4.1. The Functions of the Languages

The languages involved in bilingual education may have different functions in the home, in the school, and in the country.

4.1.1 Languages in the Home

The learner brings to the school a pattern of language behavior and a configuration of language dominance. It is not only a question of which language is involved, but to what extent.

There is a wide range of possible variation in the competence of the learner in each of his languages. Each language may be of a standard acceptable for unilingual education, or only one may be acceptable to a unilingual teacher, or neither may be comparable in degree to the language proficiency of unilingual speakers.

To study what happens to this entering behavior under the influence of bilingual schooling, standardized screening instruments are needed--both wide-mesh and fine-mesh. We need easily used and validated wide-mesh screens for quantitative analysis of bilingual population samples. We need fine-mesh screens for small laboratory-type studies and depth analysis of individual cases. There is need for the application of language proficiency measures suitable for bilingual children.

But the child's proficiency may be limited in some domains and extensive in others, depending on his pattern of language behavior outside the school; he may, for instance, speak about certain things in one language to his father and about others in another language to his mother and her relatives. There is need therefore for simple scales to measure the degree of dominance in each of the child's domains.

If the child comes from a home where two or more languages are used, he may find it difficult to separate them. The extent and degree of language mixture may vary considerably from one bilingual child to the next, and from one domain to another. Tests will be needed to show how well a bilingual child keeps his languages apart.

4.1.2 Languages in the School

The language component also varies within the school–in the curriculum and in inter-pupil communication.

It is first important to determine the sort and amount of both languages used in the classroom. Two identical curriculum pattterns may vary in the proportion of time devoted to each language. This is measurable by simple computation. But they may also vary in the domains in which each language is used. In one curriculum the second language may be used for history and geography; in the other it may be used for science and mathematics. In

practice, each curriculum pattern would have to be quantified for each language in terms of proportion and domain of use. (See appended questionnaire.)

What is the language of the playground and of the street? In inter-pupil communication, it makes a difference how many of the other learners speak the language or languages of the child, and to what extent. It also makes a difference whether or not the child uses the same language at play as he does in school or at home. Some simple measure of the use of language or languages in the immediate context of the learner's activity would be a help in planning for bilingual education.

4.1.3 Languages in the Community

The extent to which the language or languages of the school may be used in the area in which it is located is an important variable in the language education of the child. Some measurement of this is prerequisite to any planning or research into bilingual education.

The role that each language plays in the nation is also of importance. It makes a difference whether both or only one of the languages is rated as official or national. The legal status of a language may be limited to a juridical subdivision of the nation. Both the proportion of the population using each language and its distribution throughout the nation may have some influence on the curriculum pattern selected. So will the international status of the languages and the distance between them.

4.2 The Status of the Languages

If the languages involved are languages of wider communication, like Spanish and French, the bilingual situation is bound to be different from those involving local languages like Navajo. It is also important to find out the extent to which each language is dynamic or recessive, concentrated or diffuse, both at the international and at the national or regional level.

4.2.1 International Status

In order to determine the international status of a modern language as one factor in planning the curriculum, languages in a bilingual school may be rated according to five indices:

1. Degree of standardization.

2. Demographic Index: Population figures.

3. Economic Index: Population/Gross national product.

4. Distributional Index: Number and spread of areas in which the language is spoken.

5. Cultural Index: Annual production of printed matter/Cumulative production.

4.2.2 National or Regional Status

The dialects of the languages used may differ in the extent to which each deviates from the norm or norms that may have been established for them. If two international languages are used as instructional media, the dialect-version of one may differ little from the standard speech comprehensible anywhere the language is used. The other language, however, may be available in the area only in a local sub-standard variety. And this variety may not be the same, either as the one used in the home, the school, or the nation. The Alemanic home dialects of German Switzerland, for example, are far removed from the sort of Standard German taught in Swiss schools.

4.3 The Differences Between the Languages

The rapidity with which a learner is likely to understand another language, used to teach him school subjects, depends on the degree of difference or distance between both languages. Because of the close relationship between Portuguese and Spanish, a learner whose mother tongue is Portuguese may take less time to learn to understand instruction given in Spanish than instruction given in more distant languages like English or Chinese.

This same similarity, which facilitates understanding (listening and reading) may be the cause of multiple mistakes in speaking and writing—due to the interference caused by the closeness of both languages. We need measures of the closeness and mutual intelligibility of the languages involved in bilingual instruction and means of predicting the effects of the languages on the comprehension and expression of the bilingual learner.

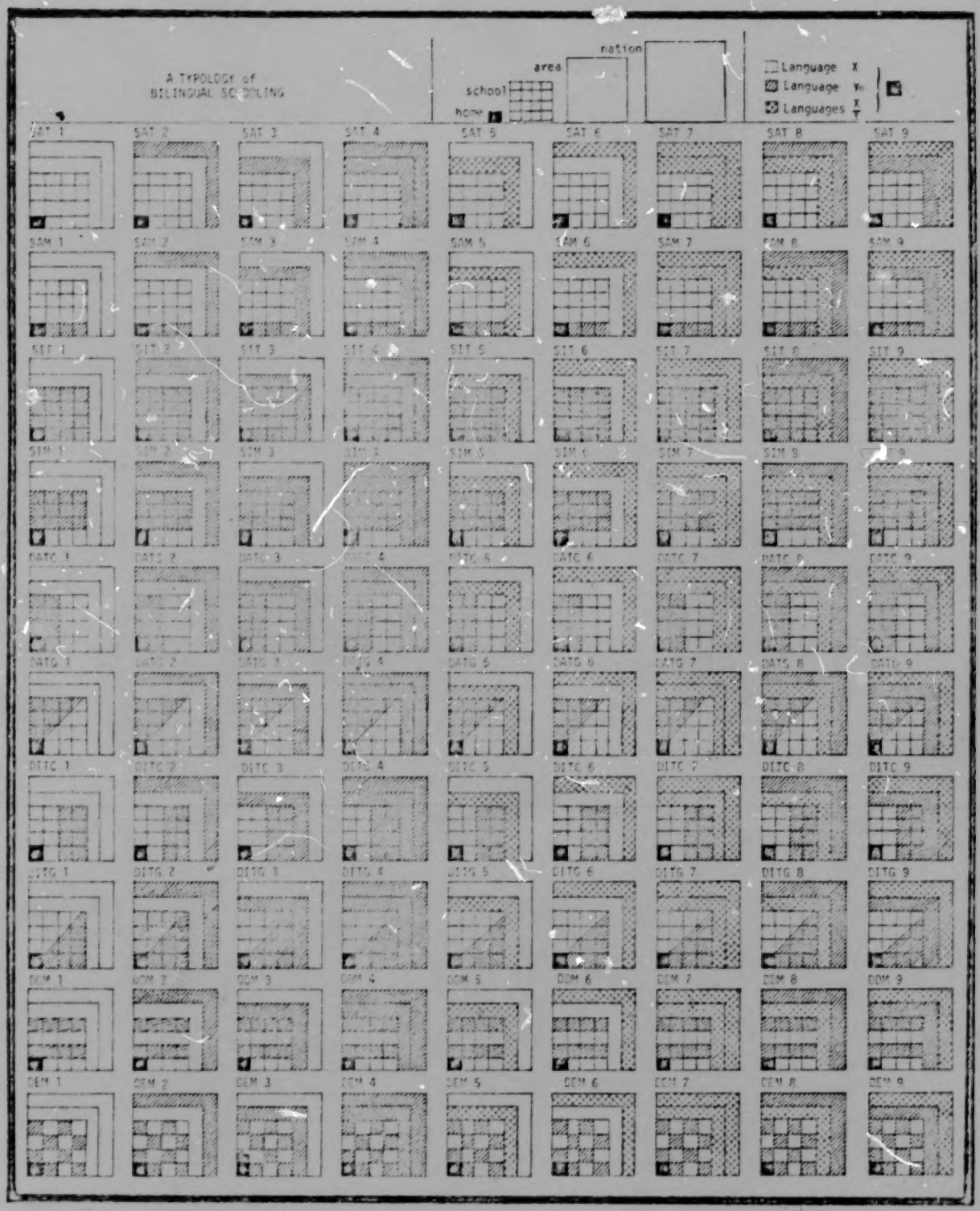
Regardless of similarities and differences in structure and vocabulary, the two languages may differ considerably in available cultural concepts. For example, Hungarian is genetically as distant from English as is Eskimo; but it is culturally closer, since both English and Hungarian embody many common European cultural concepts, which can be assumed as a basis for bilingual education. Before making use of this variable in research into bilingual education, however, it would be most useful to determine some way of quantifying it.

Conclusion

Once we have reduced our language variables to appropriate measures within the various types of bilingual education, it will be easier to analyze and classify specific cases.

It is only after we have taken all the variables into account and applied appropriate measures of them that we can achieve any degree of certainty in our planning in this important and complex field. Toward this end it is hoped that this preliminary typology may be of some help.

Attachment A



PARTICIPANT HANDOUT NO. 2.2.1*
SAMPLE LESSONS
LESSON I

Original Activity

ENFOQUE Demostrar reconocimiento visual, coordinación muscular de izquierda a derecha y al regreso diagonal.

OBJETIVO El niño podrá demostrar el reconocimiento visual, la coordinación muscular de izquierda a derecha y el regreso diagonal al trazar líneas.

EL PERRITO Y EL HUESO

Ponga en el pizarrón con cinta de pegar, en el lado superior izquierdo el dibujo del perrito y a la derecha la del hueso. En el lado inferior izquierdo ponga al perrito comiéndose el hueso y a la derecha la del perrito corriendo hacia su casita.

Una los dibujos con líneas de puntos, comenzando con el dibujo situado en el lado superior, formando una Z.

Mientras Ud. traza la línea de puntos, guie a los niños a que expliquen que el perrito agarró el hueso y lo llevó a su lugar favorito para comérselo. Ponga el dibujo del perro grande al lado de la del perrito que se está comiendo el hueso. Guie a los niños a que el perrito no quería que el perro grande le quitara el hueso y se lo llevó para su casita. Pida a algunos niños que vayan al pizarrón para trazar las líneas.

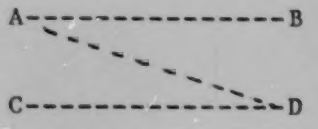
Suggested Activity (culturally relevant)

ENFOQUE Demostrar reconocimiento visual, coordinación muscular de izquierda a derecha y el regreso diagonal.

OBJETIVO El niño podrá demostrar el reconocimiento visual, la coordinación muscular de izquierda a derecha y el regreso diagonal al trazar líneas.

16 de septiembre

Dibuje cuatro dibujos en el pizarrón u obtenga fotografías de los mismos sacados de revistas populares. Colóquelos en este orden:



Los dibujos o fotos deben ser de lugares comunes que se pueden encontrar en cualquier pueblo o ciudad del sudoeste, por ejemplo: la plaza, la catedral, la escuela, el parque, el estadio o campo de fútbol, etc.

Coloque cuatro de estos en el orden mencionado y únalos con líneas de puntos.

*The definition of cultural relevance and the four sample lessons for this activity were developed by project CANBBE (Curriculum Adaptation Network for Bilingual/Bicultural Education) staff and appear in their publication entitled Reviewing Materials for Cultural Relevancy, A Handbook.

Pregunte a los niños si les gustaría tomar parte en un desfile en el que todos van a pasearse en distintos carros. Explique que para que el desfile pueda comenzar, falta que cada niño dibuje un retrato de sí mismo en los papeles que usted va a repartir y que dibujen carros o "floats" en donde poner sus dibujos de sí mismos. Distribuya los papeles y los colores para que los alumnos dibujen sus retratos. Cuando terminen los dibujos, pregúnteles si han visto alguna vez un desfile. Diga que este desfile celebra el 16 de septiembre - el día de la independencia mexicana, que es una fecha importante para los mexico americanos, y que muchos de ellos la celebran cada año. Llame a un niño para que lleve su retrato al frente del salón. Coloque una cinta de pegar por detrás de cada dibujo y ayude al niño a pegar su retrato junto con su carro en la parte superior izquierda del primer sitio. De aquí empezará el desfile. Luego irá (de izquierda a derecha) hacia el siguiente punto, por ejemplo de la escuela a la iglesia. Luego irá hacia el punto C; el campo de fútbol, etc. Mientras Ud. traza la línea de puntos para explicar la ruto del desfile guie a los niños al entendimiento que el desfile va de izquierda a derecha, luego hacia abajo y nuevamente de izquierda a derecha en forma de Z.

LESSON II

Original Activity

ENFOQUE Identificar un año como una unidad que contiene doce meses.

OBJETIVO El niño podrá identificar el año una unidad que contiene doce meses.

"AÑO" LA SERPIENTE

Haga una serpiente grande de masilla. Explique que el nombre de la serpiente es Año porque va a representar un año. Las rocas o canicas van a representar los meses del año. Llame doce niños para que pasen al frente y que cada uno coloque una piedra sobre la serpiente. Haga que la clase cuente las piedras. Pida a algunos niños que las cuenten. Pregunte ahora cuantos meses hay en un año y repita la pregunta hasta que usted se cerciore de que entienden claramente que hay doce meses en un año.

Suggested Activity (culturally relevant)

ENFOQUE Identificar un año como una unidad que contiene doce meses.

OBJETIVO El niño podrá identificar el año como una unidad que contiene doce meses.

"Año" la Piñata

Traiga a la clase una piñata y dulces. Explique que más tarde en el estudio de los días, las semanas, y los meses ellos van a fijarse en días muy especiales--los cumpleaños de los niños. Enséñeles la piñata y repase la costumbre de llenar la piñata con dulces y romperla para celebrar el cumpleaños.

Explique que el nombre de esta piñata será Año porque va a representar un año. Dígales que cada año ellos tienen un cumpleaños. Los dulces van a representar los meses del año. Llame doce niños para que pasen al frente. Pida que los demás niños cuenten a los doce niños. Luego pida a estos últimos que cada uno ponga un dulce adentro de la piñata. Haga que la clase cuente los dulces que se ponen en la piñata. Pregunte ahora cuántos meses hay en un año y repita la pregunta hasta que esté seguro de que entiendan claramente que hay doce meses en un año y que éste es el mismo número de dulces que hay en la piñata. (Para continuar

la actividad los niños rompen la piñata, recogen los dulces, los cuentan y se los comen.

Original Activity

ENFOQUE Identificar lealtad y compañerismo como recursos.

OBJETIVO El niño podrá identificar lealtad y compañerismo como recursos que podrian ayudarle a ser un mejor humano y mejor ciudadano.

Una vez había una escuela. En el patio de recreo una clase de primer grado jugaba alegremente. Juanito, uno do los niños, era callado pero muy simpatico y bien querido por sus compañeros. Juanito era el capitan del team de fútbol. Todos los niños jugaban, cuando Juanito se dió cuenta que Carlos estaba sentado retirado de todo y fue y lo invitó a jugar. Carlos en seguida sonrió y fué a tomar su puesto en el juego, pero los otros niños dijeron que Carlos no podía jugar. El pobre Carlos no sabía que hacer y estaba a punto de llorar. ¡Que pena, que tristeza! ¿Qué iba a hacer? Los niños no lo querían. ¿Por qué? Porque Carlos no sabía mucho inglés. Juanito interrumpió el juego y dijo que si Carlos no jugaba, el tampoco.

¿Qué pasó en el cuento?
¿Cómo terminó el cuento?
¿La clase dejaría a Carlos jugar?
¿Ustedes dejarían a Carlos jugar?
¿Cómo se sintió Carlos? ¿Juanito? ¿La clase?
¿Juanito volvió a jugar?
¿Ustedes volverían a jugar?

Suggested Activity (culturally relevant)

ENFOQUE Identificar lealtad y compañerismo como recursos.

OBJETIVO El niño podrá identificar lealtad y compañerismo como recursos que podrian ayudarle a ser un mejor humano y mejor ciudadano.

SOY DIFERENTE

Esta experiencia es verídica y se puede suplementar con el cuento No Hablo Inglés.

"En esta escuela hay algunos tres o cuatro estudiantes negritos. En este barrio no había familias negras, pero llegó a este lugar una familia con niños, y una niñita de seis años entró al primer año. El primer día la pobre niña de nombre María, nunca levantó la cabeza porque cada vez que trataba de hacerlo los demás niños se sonreían burlosamente y se decían unos con otros "es negra." La maestra percibió lo que estaba pasando, y en el idioma que todos entendían llamó la atención de todos los niños y empezó hacer preguntas: ¿Cuántas flores conocen ustedes? ¿Son todas del mismo color? ¿Son todas flores? Los mismo hizo con las palabras "animales," "frutas," "arboles" y algunas otras. Después de haber discutido la igualdad y la desgualdad de las flores y de los animales, empezó a decirles que como las plantas y los animales y las personas también somos diferentes en

¿A ustedes les ha pasado algo semejante? ¿Cómo se sintieron ustedes?

color de piel, ojos, pelo, pero que todos somos humanos y que tenemos sentimientos. Les dijo que todos los humanos tenemos obligación de aceptarnos unos a los otros como nuestros padres nos aceptan a nosotros. La maestra no dijo que los niños se habían portado mal. A la hora de recreo, María contaba con muchos amigos."

También se pueden preguntar todas las preguntas del cuento en la página 8 del kit. (Vea a izquierda.)

LESSON IV

Original Activity

Estudiar la vida del compositor y músico Johannes Brahms.

Un día, cuando Johannes tenía solo diez años, un visitante importante pasó por el pueblo y lo oyó tocar el piano. Quedó tan maravillado que le pidió al padre de Johannes permiso para llevarlo al maestro de música más famoso del país para que le enseñara no sólo a tocar el piano sino a escribir música para que otros la tocaran.

Suggested Activity (culturally relevant)

Estudiar la vida del compositor y músico Agustín Lara.

Agustín Lara comenzó a tocar el piano desde muy chico. Cuando lo llevó su mamá con un profesor, éste le dijo que Agustín ya sabía tocar. No necesitaba maestro...etc.

NOTE: Perhaps CANBBE could develop a more comprehensive treatment of this through supplementary materials.

Participant Handout No. 2.3.1

Rate the instructional material by placing a checkmark in the appropriate box. Include the authors for books since many have the same titles.

School_____ Teacher_____

Title_____

Subject_____ Language_____

Brief Description_____

EXCELLENT - 1 SATISFACTORY - 2 UNSATISFACTORY - 3 NOT APPLICABLE - NA	1	2	3	NA
1. Rationale for the material				
. has a coherent and useful statement of philosophy				
. content follows logically and consistently from its statement of philosophy				
2. Factual accuracy of content				
. accurate - correctness of factual information				
3. Cultural and linguistic relevancy of materials				
. interest level is appropriate for target group				
. lexical and structural items are appropriate for target group				
. materials have cultural significance for target group				
. materials have linguistic significance for target group				

- relevant-setting are within the past, present or realizable immediate future of the child
- timely - in tune with current societal concerns
- historically and/or socially significant to target group
- promotes appreciation of the richness of cultural diversity

4. Evidence of logical sequence and orderly orderly progress (materials are)

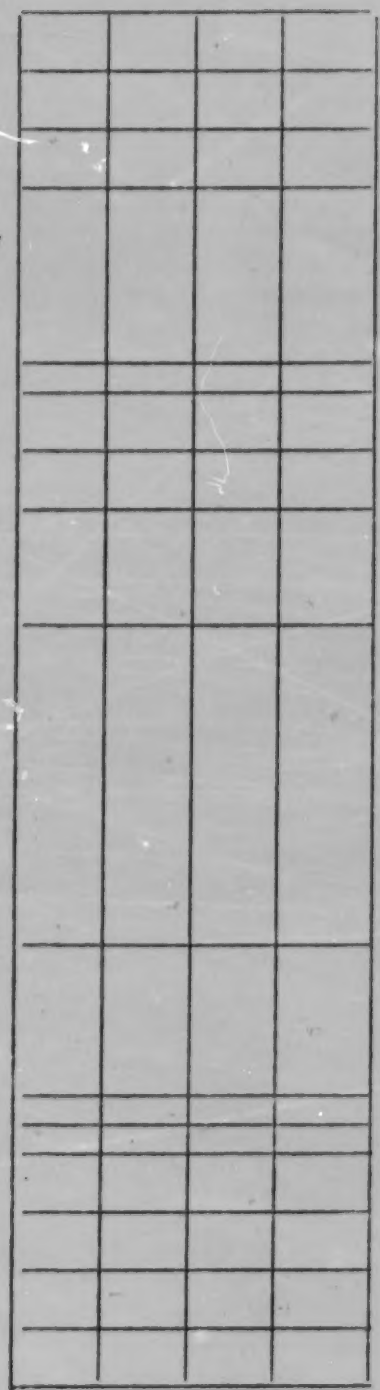
   - well organized (within chapters and units)
   - easily understood (readable)
   - structured - in terms of the taxonomy of the discipline
   - incorporates other phases of the curriculum
   - consistent with the natural order of language learning (listening, speaking, reading, and writing)

5. Portrayal of people, events, and situations in a fair and factual; non-judgemental (materials are)

   - free from stereotype and ethnocentrism - portrayal of people, events and situations is fair and factual; non-judgemental

6. Adaptability to varied teaching techniques (materials contain)

   - suggested teaching strategies
   - discussion questions
   - drills
   - extended activities for independent study (exercises)
   - adaptations for pupils with learning difficulties
   - suggested references for pupils
   - suggested references and resources for teachers



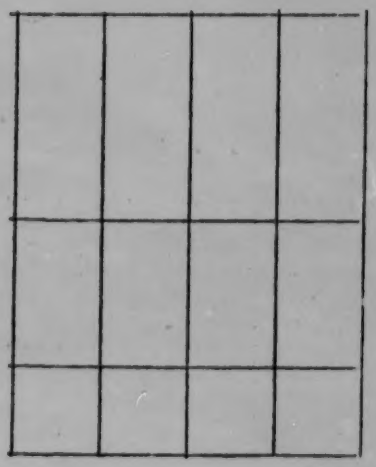
- activities for differing abilities of the students

7. Degree of demonstrated effectiveness

   - field tested with children of similar background as the ones in your school district

8. Continuous evaluation provided

   - materials contain tests for pupils
   - materials contain behavioral objectives stated in measurable terms
   - revised in accordance with field test results



COMMENTS

Using the materials selection criteria, identify materials which you would use in a bilingual classroom in the following areas:

Oral Language	Reading	Math
Science & Health	Supplementary Materials	Professional Literature

Participant Handout 3.1.1

ROLES WHICH ARE BEING ASSUMED BY PARENTS AND OTHER COMMUNITY PERSONS IN TEXAS BILINGUAL PROGRAMS

- Involvement in needs assessment procedures
- Involvement in determining what program objectives speak to the needs of the children
- Involvement in the dissemination of program information as reporters to newspapers and other media and as contact persons with community organizations.
- Involvement in making arrangements for workshops involving teachers or parents. Attendance to workshops for teachers or parents has also been reported.
- Involvement as interpreters between English-speaking school personnel and Spanish-speaking parents.
- Involvement by membership in Bilingual Education Program Advisory Boards.
- Involvement by membership in Local Education School Boards to determine Local Board Policy for determining pupil eligibility for participation in bilingual education programs.
- Involvement as resource persons in units which involve areas where they may have expertise.
- Involvement in screening and selecting materials for use in the bilingual classroom.
- Involvement as resource persons concerning culture aspects of the program.
- Involvement in home reading programs.
- Involvement in enlisting community support for the bilingual program.
- Involvement in career education programs for Spanish-speaking children
- Involvement in the capacity of volunteer teacher aides in the bilingual classroom
- Involvement in counselor-parent conferences in attempting to reduce drop-out rates

- Involvement in the planning of school lunch program menus
- Involvement as library aides
- Involvement in furnishing transportation for field trips and extra-curricular activities
- Involvement in coaching and supervising extra curricular sports activities
- Involvement in sponsoring youth organizations such as scouting, 4H, and others which use school facilities for meetings
- Involvement in the provision of tutoring services
- Involvement in making bulletin board displays
- Involvement in story reading for children
- Involvement as teacher substitutes while teachers attend in-service sessions
- Involvement in making costumes, stage props, and tickets for school programs

TYPES OF CAREER RESOURCE PERSONS WHICH HAVE
BEEN INVOLVED IN TEXAS BILINGUAL PROGRAMS

Nurses
Doctors
Physical Therapists
Surgical Technicians
Medical Techonologists
Dental Hygienist
Medical Assistants
Inhalation Therapists
X-Ray Technicians
Dental Assistants
Nutritionists
Dentists
Child Psychologists
Pharmacists
Optitians
Optometrist
Lawyers
Judges
Court Clerks
Probation Officers
Law Enforcement Officers
Job Training Counselors
Teachers
Librarians
School Administrators
Appliance Servicemen
Automative Machinists
Flight Engineers
Welders
Accountants
Bilingual Translators
Data Analysts
Architects
Building Contractors
Electricians
Radio and TV Personnel
Newspaper Reporters
Commercial Artists
Postal Clerks
Businessmen
Hotel and Restaurant Managers
Social Workers
Engineers
Urban planners
Veterinarians

Participant Handout No. 4.2.1

CLASSROOM TERMINOLOGY - FRASES COMUNES

Raise your hands.	Levanten la mano.
Close your books.	Cierren sus libros.
Open your book to page___.	Abran los libros a la página____.
Line up.	Pónganse en línea.
Be quiet, please	Silencio por favor.
Sit down.	Siéntese!
Form a circle.	Hagan una rueda.
Clasp hands.	Tómense de mano.
To listen	Escuchar
To speak	Hablar
To read	Leer
To write	Escribir
Why are you doing that?	¿Por qué haces eso?
You're right.	Tiene razón.
You're wrong.	Está equívoco.
It's true.	Es cierto.
It's false.	Es falso.
True!	¡Es verdad!
Let's go!	¡Vámonos!
All right.	Está bien.
Well done.	Bien hecho.
What do you need?	¿Qué le hace falta?
Tell me something	Díme algo.
Don't worry.	No te preocupes.
What is it?	¿Qué es?
Be careful!	¡Cuidado!
What do you think?	¿Qué piensas?
What is that for?	¿Para qué es eso?
Go straight ahead.	Siga adelante.
Turn to the right	De vuelta a la derecha.
It's in front of ___.	Está en frente de la___."
chalk	tiza or gis
eraser	el borrador
blackboard	la pizarra or el pizzarón
desk	el escritorio
chair	la silla
bulletin board	el tablero
pen (ballpoint)	el bolígrafo
fountain pen	la pluma
Take two steps	Tome dos pasos.
Call the teacher	Llame a la maestra.
Sit down	Siéntese
lie down	Acuéstese
Get up	Levántese
Stand up	Párese (Ponganse de pie)

Please show me	Enseñeme, por favor.
Pardon me	Perdóneme.
Excuse me	Dispénseme
Remove your hat.	Quítese el sombrero.
Do you feel sick?	¿Se siente mal? (enfermo)
Thank you very much	Muchas gracias
Please do it.	Favor de hacerlo.
Do you want to do it?	¿Quiere hacerlo?
I congratulate you.	Te felicito.
Will you go with me?	¿Va conmigo?
Let's walk	Vamos a pie
To the right-left	al lado derecho-izquierdo
What's that?	¿Qué es eso?
Do you understand?	¿Entiende?
Read aloud.	Lee en voz alta.
Listen to me	Escúcheme
Math	matemática
to circle	hacer rueda
point	apunta
underline	subrayar
Please repeat.	Favor de repetir.
What does this mean?	¿Qué quiere decir esto?
Are you ready?	¿Está listo(a)?
Can you tell me?	¿Puede decirme?
Come in.	Pase
Come this way.	Pase por aquí.
Come in.	Adelante.
Hurry!	¡Apúrese!
Review.	Repasar
Listen!	¡Escuche!
Turn on the light	Prenda la luz
Turn off the light	Apague la luz.
Return it to me	Devuélvamelo.
Return quickly	Vuelva pronto.
Come here	Ven para aca.
to take a nap in the afternoon	dormir la siesta
Why not?	¿Como no? ¿Claro qué no?
Put your supplies away	Guarden sus útiles
record player	tocadiscos
recorder	grabadora
overhead projector	proyector retroactivo
Wash your hands	Lávense las manos

Participant Handout 4.2.2

MATEMATICA EN ESPAÑOL

Víctor Cruz-Aedo

INTRODUCCION

Es de vital importancia que la maestra y el niño hagan uso de un vocabulario matemático apropiado. Con este fin se ha preparado esta sección que incorpora lo siguiente: Conjuntos, Números y Numerales, Glosario y Símbolos Matemáticos y Sus Significados.

Las definiciones e ilustraciones incluidas ayudarán a la maestra en la preparación de sus clases diarias. Será necesario que se estudie esta lista de vocablos para emplear dichos términos con naturalidad durante el desarrollo de la lección. No se debe tratar que los niños aprendan de memoria el vocabulario. Si la maestra usa los vocablos en sus contextos debidos, el niño ganará en la comprensión intuitiva de los significados y usará los mismos con naturalidad a medida que se desarrolle su compransión y empiece a articular sus ideas.

CONJUNTOS

La teoría de conjuntos pudiera ser la innovación del siglo. La razón es sencilla, este concepto viene siendo el común denominador para la matemáticas en general. Esta teoría alcara y da fuerza al aspecto numérico así como al geométrico, en el cual se definen como una serie de puntos conexos las formas geométricas familiares.

Las maestras de las escuelas primarias, k-6, deben hacer uso con naturalidad del vocabulario diariamente en contextos apropiados. Matematicamente, un conjunto es una colección. Esta colección puede ser idéntica o completamente diferente; puede tener o no relación significativa, puede ser finita o infinita en número. El conjunto es un agregado o grupo de objetos (elementos) que deseamos colocar juntos o hablar de ellos simultaneamente. Las llaves { } encierran los elementos de un conjunto. Un círculo también puede tener el mismo efecto. La característica esencial de este concepto es que esté bien espicificado, que los elementos pertenecen al conjunto. Esta especificación se logra de dos maneras; haciendo una lista de los elementos o nombrar una propiedad común a todos los elementos del conjunto. Por ejemplo, el conjunto de llaves para la casa no está muy bien definido porque es posible que algun niño piense en la llave de agua o del gas natural. Las llaves para las puertas de la casa sería un ejemplo bien especificado porque no da lugar a incluir otras llaves.

Se llama subconjunto a una parte de un conjunto. El conjunto "X" es un subconjunto del conjunto Y por la razon que todos los elementos del conjunto X estan contenidos en el conjunto Y.

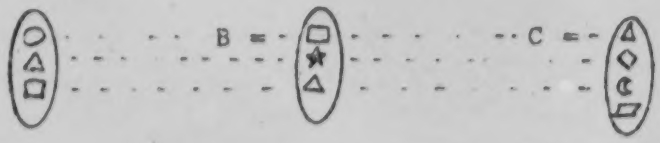
X = {□ ○} Y = {○ □ ○}

X = {□ ○} Y = {○ □ ○}

Los conjuntos se pueden unir. El conjunto {△ ○ □} se puede unir (∪) con el conjunto {☾ ★ ▭}. El resultado es un conjunto nuevo {△ ○ □ ☾ ★ ▭}. Notarán que el nuevo conjunto contiene todos los elementos que integran los conjuntos originales.

Un subconjunto se puede restar de un conjunto, separando el conjunto original en dos conjuntos.

Conjuntos se pueden comparar:



Claramente el conjunto A y el conjunto B tienen la correspondencia de uno a uno (biunívoca) y por lo tanto son equivalentes. El último conjunto, C, tiene más elementos que los otros dos. El hecho de que el conjunto C tiene más elementos se relaciona con la sustracción de números.

Por lo visto, separación y comparación de conjuntos enfocan en la propiedad importantísima de los conjuntos, el concepto de que cada conjunto contiene un número de elementos.

N = {△ ○ □} N = 3

Son cinco las ideas matemáticas fundamentales:

- Dos conjuntos se pueden unir para formar un conjunto que encierra todos los elementos que se encuentran en los conjuntos iniciales. Si los conjuntos no tienen elementos en común, entonces el número cardinal de la unión es la suma de los números cardinales de los dos conjuntos.

- La operación numérica que corresponde a la unión de conjuntos es la adición. Cuando los conjuntos se unen, los números se suman.

- Un conjunto se puede separar para formar dos conjuntos. Si el número cardinal de un conjunto se resta del número del conjunto original, el resultado será el número cardinal del otro conjunto formado.

- La operación numérica que corresponde a la separación de conjuntos es la sustracción. Los conjuntos se separan y los números se restan.

- La operación numéricas que se presentan son adición y sustraccion y los resultados que se obtienen de estas operaciones son la suma y la diferencia.

NÚMEROS Y NUMERALES

LAS QUINCE LETRAS. ¿Cuántas letras hay en el letrero del restaurante? La habilidad de contestar "quince" indica que el respondente tiene conocimiento del concepto quince. Toda colección de objetos que tenga esta característica expresa el mismo concepto.

¿Cómo puede esta caraterística o concepto expresarse? Nosotros lo representamos con el signo gráfico "15". Los Romanos clásicos lo expresaban como sigue, XV; mientras que los Mayas de antaño lo representaban de esta manera ≡. Todos estos símbolos arbitrarios son ejemplos que representan lo que los matemáticos modernos llaman numeral.

El nombre formal de una persona pudiera ser Francisco Ramos Reyes. El Sr. Reyes es la misma persona a pesar de que su jefe inmediato le llama Francisco; sus compañeros de trabajo, Paco; sus hijos le dicen papá y su esposa le llama "vida mía". Rara vez en una conversación ordinaria confundimos el nombre y lo que lleva ese nombre. Con frecuencia sí confundimos los términos en una conversación matemática. No sería raro que un niño escuche que no puede dividir 2 por 3 o que no puede restar 7 de 5. Esto es cierto si el niño tiene conocimientos matemáticos limitados. Llegará el día en que pueda llevar a cabo ambos algoritmos, 2/3 y -2.

Considerando lo anterior, en la práctica anotamos ideas por medio de numerales. Los numerales son los nombres que se le dan a los números. Los "números" son conceptos. Cinco puede representar a varios conceptos, manzanas, canicas, vocales, etc.

GLOSARIO

ADICIÓN

$$\left.\begin{array}{r} 3 \\ 2 \end{array}\right\} \text{sumandos}$$
$$\overline{5} \quad \text{suma}$$

ADICIÓN REPETIDA

$2 + 2 + 2 + 2$

ADICIÓN DIRECTA

$3 + 2 = 5$

ADICIÓN INVERSA

$5 - 2 = 2$

ALGORITMO

Una de las varias operaciones empleadas para calcular:

$5 + 2 = 7$
$5 - 3 = 2$
$5 \times 3 = 15$

$5 \overline{)25}$

$\sqrt{25}$

ÁNGULO

Conjunto de puntos que consta de dos rayos con un extremo común.

ÁREA

Cantidad de superficie encerrada por una figura tal como un cuadrado, un rectangulo, etc.

COCIENTE

$5 \overline{)35}^{7}$ El resultado es el cociente.

CONJUNTO

Una coleccion o agregado de objetos.

CONJUNTO EQUIVALENTE

Dos conjuntos son equivalentes cuando se pueden poner en correspondencia biunívoca o sea uno a a uno.

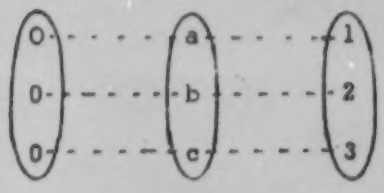
CONJUNTO VACIO (NULO)

Es un conjunto que no tiene elementos. Se representa por:

$\{\}$ o $\emptyset$

CORRESPONDENCIA BIUNÍVOCA

Existe esta correspondencia cuando los elementos de dos conjuntos corresponden en una relación de uno a uno.



CUADRADO

Es un cuadrilátero que tiene los los cuatro ángulos rectos y los cuatro lados iguales.

CUADRILATERO

Es un polígono de cuatro lados.

CURVA

Es un conjunto de puntos conexos.

abierta cerrada

DENOMINADOR

a/b ←

DESIGUALDAD

Es una relación que indica que dos números no son el mismo o que uno es mayor o menor que el otro.

$> \neq <$

DIFERENCIA

4 - 2 = 2

DÍGITO

Es el número representado por un numeral.

5 (¿ ?)

DIVIDENDO

$\sqrt{35}$

DIVIDIR

Es encontrar un cociente.

DIVISOR

$7\sqrt{\ }$

ECUACIÓN

Una ecuación es una igualdad.

$3 + 7 = 10$ $\qquad$ $2x = 10$

ELEMENTO

Un elemento es un miembro de un conjunto.

EXTREMOS

Los dos puntos al final en ambos lados de un segmento.

A B

FACTOR

Cualquiera de dos o más números cuyo producto es el número dado.

$2 \times 4 = 8$

FRACCIÓN (QUEBRADO)

Una fracción es un numeral como:

$\frac{1}{2}, \frac{1}{3}$, ...etc.

FRACCIONES EQUIVALENTES

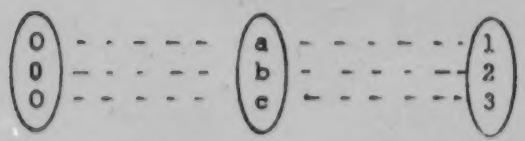
Fracciones equivalentes son numerales como:

1/2, 2/4, 3/6.....etc.

IGUALDAD

Una igualdad son dos cantidades exactamente iguales.

LÍNEAS DE CORRESPONDENCIA



MAYOR QUE

$4 > 2$

MENOR QUE

$2 < 4$

MÍNIMO COMUN DENOMINADOR

1/2 y 1/3 mcd es el 6

NUMERAL

Símbolo para expresar un número; nombre para el "número".

NÚMERO

Es el concepto de cierta cantidad.

NÚMEROS CARDINALES

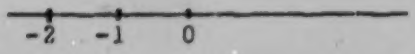
Son los números naturales más el cero.

NÚMEROS NATURALES

0, 1, 2, 3, 4, 5, 6.....etc.

NÚMEROS NEGATIVOS

Son los números menores que el cero.



NÚMERO IMPAR

Es un número non.

1, 3, 5, 7, 9,.....etc.

NÚMERO ORDINAL

Carlos IV

NÚMERO PAR

Números pares son los siguientes:

2, 4, 6, 8, 10 .....etc.

NÚMERO PRIMO

Cualquier entero mayor que uno que no tenga otros factores fuera de la unidad y él mismo.

1 X 5 = 5

ORACIÓN ABIERTA

Oración matemática que no será cierta ni falsa:

$3 + \square = 7$; $8 < 5 + n$

OPERACION BINARIA

Combinacion de dos numeros para producir el tercero. La multiplicacion y la adicion son operaciones binarias.

OPERACIÓN INVERSA

Operación inversa es la que al efectuarse anulan su efecto la una a la otra.

140 $(8 = 4) - 4 = 8$ $(4 \times 6) - 4 = 6$

$(16 + 5) - 7 = 14$ $(8 - 4) \times 2 = 4$

ORACIÓN MATEMÁTICA

Oración relacionada a números que utiliza símbolos matemáticos. Véase la definición anterior.

PERÍODOS

Conjunto de tres dígitos, en los numerales para números grandes. Los nombres son:

billones			millones			millares			unidades		
centenas	decenas	unidades	centenas	decenas	unidades	centenas	decenas	unidades	centenas	decenas	unidades

PRODUCTO

El resultado de la operación de multiplicación.

$$4 \times 5 = 20$$

PROPIEDAD ASOCIATIVA

Cuando se suman o multiplican tres números su puede modificar la forma de agrupación sin variar la suma o producto.

$$1 + (2 + 3) = (2 + 1) + 3$$

$$3 \times (4 \times 2) = (3 \times 2) \times 4$$

PROPIEDAD CONMUTATIVA

Cuando se suman o multiplican dos números, el orden de los sumandos o factores no afectan la suma o el producto.

$$4 + 5 = 5 + 4$$

$$2 \times 3 = 3 \times 2$$

PROPIEDAD DE LA MULTIPLICACIÓN

Véase la propiedad distributiva.

PROPIEDAD DISTRIBUTIVA

Esta propiedad relaciona las operaciones de adición y multiplicación, indicando que para efectuar la multiplicación de la suma de dos números por otro, se multiplica este por cada uno de los sumandos, y luego se suman los resultados.

$$6 \times (20 + 4) = (6 \times 20) + (6 \times 4)$$

RAYO

Un punto de una recta y todos los puntos colineales situados al mismo lado de ese punto.

REAGRUPACIÓN

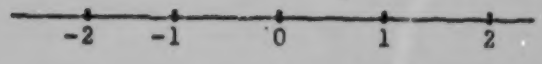
Expresar un número en diferentes maneras.

El cinco se puede reagrupar las siguientes maneras:

4 + 1, 3 + 2, 2 + 3, 1 + 4,

0 + 5, 5 + 0

RECTA NUMÉRICA



RESIDUO

Diferencia entre el dividendo y el producto del divisor por el cociente.

$$5 \overline{)\,36} \quad 7 \text{ R } 1$$

REUNIÓN DE CONJUNTOS

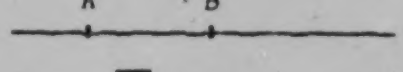
El conjunto formado por los elementos que están en un conjunto o en el otro, o en ambos.

$A = \{c, d, e, f,\}$ $B = \{e, f, g,\}$

Reunion: $A \cup B = \{c, d, e, f, g,\}$

SEGMENTO

Conjunto de puntos en una recta entre dos puntos especificos.



$\overline{AB}$

SISTEMA MÉTRICO

Sistema decimal de medición:

1 metro = 10 decímetros
100 centímetros
1,000 milímetros

SÍMBOLOS MATEMÁTICOS COMUNES
Y SUS SIGNIFICADOS

CONJUNTOS

CONJUNTO CUYOS ELEMENTOS SON.....	$\{\ \}$
CONJUNTO VACÍO (NULO).....	$\{\}\ \phi$
ES UN ELEMENTO DE.....	$\in$
ES UN SUBCONJUNTO DE.....	$\subset$
UNIÓN DE CONJUNTOS.....	$\cup$
INTERSECCIÓN DE CONJUNTOS.....	$\cap$
EL NÚMERO CARDINAL DEL CONJUNTO.....	$n\{__\}$
ES IGUAL A.....	$=$
NO ES IGUAL A.....	$\neq$
ES MENOS QUE	$<$
ES MENOS QUE O IGUAL A.....	$\leq$
ES MAYOR QUE.....	$>$
ES MAYOR QUE O IGUAL A.....	$\geq$
ES SIMILAR.....	$\sim$
ES CONGRUENTE.....	$\cong$

ES IDÉNTICO A..... $\equiv$

ES PERPENDICULAR A..... $\perp$

ES PARALELO A..... $\parallel$

Participant Handout No. 4.2.3

CIENCIA

CLASIFICACIÓN POR TAMAÑO, FORMA Y COLOR

BOSQUEJO INICIAL:

Todos los objetos se clasifican de acuerdo con su apariencia física. Esta lección ofrece al niño una oportunidad para formar conjuntos o grupos de objetos basando su selección en los tamaños, las formas y por los colores. En vista de que todos los objetos son diferentes de tamaño, de forma y de color, el niño podrá formar varios otros subconjuntos. Es posible que el niño forme grupos de objetos redondos y grandes o de objetos verdes y chicos. Es posible que al examinar los objetos con más cuidado, pueda formar otros subconjuntos.

METAS:

Dar oportunidad al niño para que forme subconjuntos de acuerdo con la apariencia física de los objetos; tamaño, forma, y color. Hay tres variables en esta lección que debe dominar el niño. Se introducen otras dos para retar e interesar aún más al niño.

Además enseñe otras palabras descriptivas esenciales para describir las formas, los tamaños y los colores.

Desarrollo:

Es preferible iniciar la lección con la manipulación de todos los objetos que deben estar expuestos en una mesa que esté a la vista de todos los niños. Coloque también varios otros objetos de diferentes tamaños, colores y formas.

Metodología:

Diga: ¡Niños, vamos a jugar un jueguito!
(para la maestra) El objeto del juego es que los niños adivinen que objeto (cosa) tiene en su mente con las claves que les de. Ejemplo:

Diga: Pienso en un objeto verde. Tiene los lados rectos. Es chico. Es el objeto más chico en la mesa. Tiene cuatro lados. Si alguien adivina lo que es, se lo puede llevar a su pupitre para que después lo pueda canjear (cambiar) por una sorpresa.

(Para la maestra) Principie con los objetos más familiares hasta que los niños comprendan la idea del juego. Un método efectivo es limitar su descripción a una sola característica al principio (el color). Esto permite

Materiales:

- una lámina con las figuras básicas
- todas las figuras cortadas en tres tamaños en:

fieltro a colores	lija (fina y aspera)
corcho	estaño corrugado
hule	estaño liso

- transparencias a colores
- patrón modelo de figuras básicas número 1 (para formar figuras abstracts en la luz en la pantalla)
- figuras que quedaron del patrón modelo (para formar figuras abstractas opacas en la pantalla)
- sobre impuestos a colores (overlays) para el patrón modelo (para ayudar al niño a identificar las figuras)
- unas bolsitas de plástico transparente
- proyector para transparencias 8 1/2" x 11"
- franelógrafo

Vocabulario oral: (relacionado con el estudio de matemáticas)

conjunto	(s)	equivalente	(s)
grupo	(s)	ángulo	(s)
colección	(es)	triángulo	(s)
elemento	(s)	rectángulo	(s)
cuadrado	(s)	círculo	(s)
igual	(es)		

que los niños hagan unas selecciones erróneas debido a las características en común.

Es evidente que esto no es un juego sino una manera cuidadosa de identificar los objetos por su apariencia física. Los objetos de fieltro, lija y de hule están incluídos para dar unas formas más de clasificar que se apartan del tamaño, del color, y de la forma: la textura y la aspereza. Los niños pueden colocar las figuras en el franelógrafo. A esta altura de la lección los niños pueden parear las figuras del franelógrafo con las figuras de la lámina.

Por medio del uso de las bolsitas de plástico, los niños pueden clasificar los objetos por sus tamaños: grandes, medianos y los más chicos. Después de terminada esta fase de la lección, pregunte a la clase si pueden clasificar de otra manera. Por ser las bolsitas de plástico transparente, los niños pueden ver el color y la forma (dos de las variables) sin dificultad. Escoja voluntarios para que reagrupen los objetos en las bolsas.

La lámina grande ilustra los tres factores variables. Recuerde que se presentaron otros factores variables, la textura y la aspereza, para retar e interesar a los niños un poco más. Use la lámina para reforzar el vocabulario descriptivo desarollado en esta lección. Las figuras se pueden parear

así como los tamaños y los colores. Cuando sea posible, que los niños pasen a la lámina para indicar al resto de la clase las propiedades que describen.

Actividad creadora:

Permita que el niño forme otras figuras con las cuatro formas básicas. Esta actividad da al niño la oportunidad para desarrollar su facultad creadora. El niño puede dar realce a su creación al iluminarla (colorearla). Proyecte la transparencia a colores para motivar a los niños.

Spanish Orthography

Ernesto Zamora

Orthography is that part of the grammar of a language which tells us how to write words correctly. It is composed of various components: The alphabet, syllabication, accentuation (written and oral) and punctuation.

The Spanish Alphabet:

The Spanish alphabet, which is made up of letters closely representing sounds, contains 30 letters:

Character	Name	Character	Name	Character	Name
a	(a)	j	jota	r	(ere)
b	(be)	k	(ka)	rr	(erre)
c	(ce)	l	(ele)	s	(ese)
ch	(che)	ll	(elle)	t	(te)
de	(de)	m	(eme)	u	(u)
e	(e)	n	(ene)	w	(ve)
f	(ef)	ñ	(eñe)	w	(doble ve)
g	(ge)	o	(o)	x	(equis)
h	(hache	p	(pe)	y	(i griega)
i	(i)	qu	(cu)	z	(zeta)

Note: Letters formed with double letters such as ch, ll, rr, are considered to be single consonants. The k is employed principally in foreign words and is not used with great frequency other than common words like kilogramo, kilo, kilómetro, kiosco. The ñ is a combination of the n and the y. (exs. antaño, mañana, año, etc.). The w does not belong to the Spanish writing system but is used to represent sounds of words in English like Wagner, Washington, West, etc.

Diphthongs and Tripthongs

Vowels

a,e,o (strong i, u (weak)

1. A Diphthong is made up of a combination of a strong vowel with a weak vowel (ai, ia, ei, ie, oi, io, ua, eu, ue, ou, uo). (e.g. fuerza, baile) A combination of two weak vowels also forms a diphthong (ciudad) (viuda-widow)
   Note: a Combination of two strong vowels does not form a diphthong, but is pronounced separately as in separate syllables (museo, poeta).

2. A Triphthong is made up of a combination of a strong vowel that is stressed when between two weak vowels (uai, uei, iai and iei).

continuáis estudiáis

Vowels forming diphthongs and triphthongs are never separated.

jui-cio guar-dia

Syllabication (make syllables end in a vowel whenever possible)

There are generally as many syllables in a Spanish word as there are vowel sounds. However, the following should be noted:

1. A consonant located between two vowels goes with following syllable.

to-mar be-ber

2. When two consonants come together in the same word, the first is placed with the preceding syllable and the second in the following syllable. (Exception: The liquid consonants l and r, when preceded by any consonant other than s, must not be separated, except in uniting parts of a compound.

pin-tar es-la-bón sub-ra-yar ha-blar

3. When three consonants come together, the first two go with the preceding syllable and the third with the following syllable.

obs-cu-ro cons-truc-ción ins-tante abs-te-ner-se

Note: a. ch, ll, rr and ñ are considered as simple consonants.

b. double c and n are divided as in English.

ac-ción dén-nos-lo

The Accent Mark

1. Words ending in a vowel or the consonants n or s are accented on the next to the last syllable.

PA-dre mu-CHA-cho ve-CI-nos

2. Words ending in all other consonants besides n or s are regularly accented on the last syllable.

re-LOJ es-pa-ÑOL a-MAR

All exceptions to the above rules require the written accent.

Mé-xi-co án-gel pi-rá-mi-de in-glés

3. The Accent Mark (diacritic) is also used to indicate:

A. A distinction between homonyms:

tú (you)	tu (your)
sí (yes)	si (if)
sé (I know, be)	se (oneself)
más (more)	mas (but)
mí (me)	mi (my)
él (he, him)	el (the)
dé (give subjunc.)	de (of, from)
té (tea)	te (you)
són (sound)	son (are)
pára (stops)	para (for)
sólo (adv.)	solo (adj.)
aún (precedes verb)	aun (follows verb)

B. A distinction between the interrogative or exclamatory from the relative use of pronouns and adverbs:

cómo how?----------como as
cuál which?--------cual which
cuándo when?-------cuando when
cuánto How much?---cuanto as much
cúyo Whose?--------cuyo whose
dónde Where?-------donde where
qué What?----------que that, which
quién Who? Whom?---quien, who, whom

C. A distinction between demonstrative pronouns used substantively:

éste (this one)	este (this)
ése (that one)	ese (that)
aquél (that one yon)	aquel (that yonder)

Spanish Punctuation

The punctuation marks of Spanish with respective names are as follows:

(.) punto, punto y seguido, punto final
(,) coma
(:) dos puntos
(;) punto y coma
(...) puntos suspensivos
(¿) principio de interrogación
(?) fin de interrogación

(¡) principio de exclamación (or admiración)
(!) fin de exclamación (or admiración)
(« », " ") comillas
(-) guión
(—) raya
(¨) crema (or diéresis)
() paréntesis
[ ] paréntesis rectangular (or cuadrado)
{ } corchete, llaves
+ cruz
* estrellita (or asterisco)
¶ calderón (or párrafo)

Note: The punctuation in Spanish is basically the same as in English, except that in the case of an interrogative or exclamation, an inverted point (¿ ¡) is placed at the beginning of the sentence or clause in addition to the usual sign at the end of the sentence. (Since some sentence structures are to a certain degree both interrogations and exclamations, a combination of marks ¿ ... ¡ , ¡...? may be encountered at times.) The use of the dash instead of the quotation marks of English and generally to signal a change of speaker is common. Example: Lo que creo--dijo Roberto--es que está usted muy enfermo. ("What I think," said Robert, "is that you're very sick.") If the quotation ends the paragraph, the second dash is deleted.

In writing numerical figures the period is used to separate groups of three digits, while the comma serves as a decimal point: 1.234 = 1, 234 (English) and 7, 1 = 7.1 (English).

Participant Handout No. 4.3.1

TYPICAL ACTIVITIES FOR DEVELOPING LANGUAGE ARTS SKILLS

I. LISTENING

Objective: Discrimination of Spanish phonemes

Activities:
a. Onomatopoeic method
b. Teacher uses 3 or 4 words beginning or ending with a certain sound and one that does not; child is asked to identify the different sound.

Resources: Appropriate section, Español Auxiliar Didáctico Para el Primer Grado; George González dissertation; Modern Language Testing Handbook (Vallette: Harcourt, Brace and World)

Objective: Identification of object or person being described by teacher

Activity: Teacher describes person, place, or thing in 3 or 4 sentences; children name object being described

Objective: Recalling specific details of stories

Activity: After reading short story to children, teacher ask questions on specific points of the story.

Objective: Placing the parts of the story in their proper sequence

Activity: The teacher reads the children a story, later asks: "Which happended first, X or Y?"

Objective: Identifying the words that rhyme with a given word in a series

Activity: The teacher gives a word, then gives three more, one of which rhymes with the first one. The children indicate by various means which word rhymes with the first one.

II. SPEAKING

Objective: Refining pronunciation skills and reciting with feeling

Activities: The child memorizes and recites short verses; teacher demonstrates the proper intonation and pronunciation to be initiated.

Objective: Expansion of vocabulary

Activity: (1) The child is exposed to new vocabulary through the game of "lotería," songs, riddles, "adivinanzas.

(2) Through vocabulary resulting from field trip experiences

Objective: Correcting grammatical errors

Activity: Based on teacher's observation of child's grammatical errors, the teacher can present a situation in which the child uses the correct form.

Objective: Free expression

Activity: The child will participate show in sharing time; and tell; and completion.

Objective: Fluency

Activity: The child will participate in a dramatization and role playing.

Objective: Increased complexity of structures

Activity: The child will expand a kernel sentence; such as

Little Red Riding Hood ran.
Little Red Riding Hood ran through the forest.
Little Red Riding Hood ran through the deep, dark forest.
As Little Red Riding Hood ran through the deep, dark forest, she met a fierce looking wolf.

PARTICIPANT HANDOUT NO. 4.3.2
III. READING

Víctor Cruz-Aedo

MOTIVACIÓN:

- Debe establecerse inicialmente al presentar las frases y palabras que se van presentando.
- Los temas deben concordar con los intereses del niño:
  - -- la familia
  - -- los colores
  - -- los animales
  - -- los alimentos
  - -- el cuerpo humano
  - -- los juguetes
  - -- los cinco sentidos
  - -- numeración inicial

CONVERSACIÓN:

- Debe establecerse antes de que el niño visualice las palabras y frases correspondientes y también después y durante el proceso de visualización.
- Los temas deben originar diálogos variados en que pueden hacerse correlaciones con otras disciplinas.
- Los diálogos deben crear una interacción entre el niño y entre ellos y la maestra.
- Es necesario que antes de iniciar la visualización de las palabras y frases, el niño haya hecho ya abundantes ejercicios de expresión oral.
- Estas actividades orales le dará la oportunidad de

hablar y de escuchar repetidamente las palabras que en seguida van a ver en forma gráfica.

- En el momento de ver por primera vez la frase:

¿QUIÉN ES?

- ES MAMÁ.

todos los niños de la clase habrán estado pensando buen rato en esa persona y repitiendo la palabra oralmente.

- La imagen visual de las palabras estará así firmemente condicionana para una serie de asociaciones a través de muchos y variables ejercicios que implican:
  - -- Una continua visualización de las palabras
  - -- Reconocimiento de cada palabra escrita entre otras distintas.
  - -- Escritura de las palabras por parte de los niños.
  - -- Asociación continua de la palabra leída y escrita con la hablada.

OTRAS CONSIDERACIONES:

- Además, el niño debe tener materiales recortables con ejercicios que ayuden al niño a:
  - -- Un análises parcial de las frases y palabras en fonemas, letras y sílabas
  - -- La construcción de nuevas palabras y frases a partir de esos fonemas y esas sílabas.

- A partir de estas actividades, las palabras se descomponen y se vuelven a componer. Lo importante es que sus elementos no se dan aislados, sino en relación continua con el conjunto al cual pertenecen y con nuevos conjuntos que los niños van descubriendo. Debe reiterarse la importancia en notar como recorre continuamente, de un método a otro y en ambas direcciones, el camino que va del todo a sus partes. Las partes están siempre vistas en función del conjunto.

APLICACIÓN PRÁCTICA DE LO ANTERIOR:

- El modelo global (ideo-visual) del análises estructural da al niño una visión global de palabras y de frases muy sencillas, que el va a visualizar, en continua asociación con el concepto expresado por la palabra o la frase y con el sonido de esa misma palabra o frase (sonido-representación gráfica-significado). Una vez lograda la visualización perfecta por el niño a través de continuas reiteraciones, se procede al análises, o mejor dicho, a ayudarle al niño a que él mismo lleve a cabo el análises. El análises es necesario para que el niño sea capaz de sintetizar palabras o frases nuevas.

EJEMPLOS A CONTINUACIÓN:

mamá

Mamá mima.

Mamá ama.

Mamá me ama.

Mi mamá ama.

Mi mamá me ama.

Mamá mima.

Mamá me mima.

Mi mamá mima.

Mi mamá me mima.

Mimí ama.

Mimí me ama.

Mimí ama a mi mamá.

Mamá ama a Mimí.

Mi mamá ama a Mimí.

Mamá mima.

Mamá me mima.

Mi mamá mima.

Mi mamá me mima.

Amo a mamá.

Amo a mi mamá.

mamá

mima

mimo

ama

amo

PARTICIPANT HANDOUT NO. 4.3.3
III. READING (CONTINUED) AND IV. WRITING
LA LECTURA Y ESCRITURA EN ESPAÑOL
Víctor Cruz-Aedo

Tal vez no existe, ni existirá, un método perfecto para enseñar a leer; sin embargo hace mucho tiempo que se le busca con fervor. Son tantas las pruebas de esta búsqueda que no hay exageración en decir que ninguna materia escolar ha sido tan favorecida como ha sido la lectura en este aspecto. Se expone en este documento lo que debe ser la base para cualquiera metodología que se desee utilizar en la enseñanza de la lectura.

LECTURA-ESCRITURA EN ESPAÑOL

Los niños que ingresan por primera vez a la escuela tienen generalmente seis años de edad cronológica. Esta circunstancia no los iguala, pues proceden de ambientes muy diversos en los cuales han tenido experiencias muy distintas, que éstas son la causa de las diversas actividades relacionadas en una y otra forma con los pasos iniciales que deben realizarse antes de iniciar formalmente el aprendizaje de la lectura. A continuación se enumeran algunos factores determinantes:

- La posesión, por el niño de un rico o pobre volumen de experiencias
- Un vocabulario más o menos extenso
- Experiencia en escuchar constantemente las distintas formas de expresión y en intervenir o no en la conversación
- La necesidad de oir una correcta pronunciación del idioma
- La experiencia de crear el hábito de escuchar a la persona cuando le dirijan la palabra
- La formación del hábito de oir o leer hasta el fin cualquier serie de ideas que se le presenten de palabra o por escrito

- La de adquirir destrezas necesarias para usar el material escolar dentro y fuera de la escuela y por último,
- Su curiosidad por saber lo que dicen los libros o revistas infantiles.

PREPARACION DEL NIÑO PARA LA LECTURA

Es necesario formular un programa. Los niños que por primera vez ingresan a la escuela no tienen idea de lo que van a aprender; sin embargo es posible que crean que lo más importante que van a hacer es aprender a leer y que la lectura será la base para ser aprobados. No andan muy equivocados, pues, saber leer es el requisito indispensable para su promoción. Por esta razón debe ser una actividad a la que se dedique MAS tiempo, atención y energías.

Si la maestra de primer grado logra que la mayoría de los niños aprendan a leer con cierta facilidad y fluidez, a su juicio el éxito ha coronado su labor y está en lo justo.

De lo anterior se desprende que las maestras y niños de primer grado estén de acuerdo con el mismo propósito; unos, en enseñar; otros, en aprender a leer.

Como se ha recalcado al principio, el grupo inicial será heterogéneo; unos niños tal vez han adquirido ciertas nociones sobre la lectura en su casa; otros son repetidores de año; algunos están perfectamente bien capacitados para la iniciación, en tanto que otros ni han llegado a los seis años y medio de edad intelectual; por eso es necesario elaborar un programa que tome en cuenta todas las diferencias, y que sea suficientemente amplio y consecuente con los intereses de todos, y especialmente del úl-

timo grupo. Conviene, pues, que la maestra al principio del año, haga la clasificación de sus niños para saber:

- qué alumnos están en aptitud de aprender a leer
- quiénes no están suficientemente preparados para esta tarea
- quiénes necesitan empezar un programa amplio y variado de actividades previas para llegar a la misma meta.

Sabemos que todos los niños crecen físicamente de un modo desigual, y que lo mismo sucede con el desarrollo mental; que muchos de éllos proceden de familias humildes en las que carecen de ciertas comodidades, en tanto que otros vienen de hogares donde las faltas no son tan pronunciadas y la vida se desenvuelve con naturalidad y vigor. La maestra puede advertir que algunos se expresan con más facilidad, y otros son reticentes y callados, o si hablan lo hacen con ciertas limitaciones.

DESTREZAS ESPECIFICAS

Como educadores debemos reconocer que por muy bueno y bien preparado sea un método de lectura, la eficacia y fecundidad de su utilización depende, en último análisis, de la personalidad de la maestra que le da la vida al aplicarlo. Por esta razón es preciso que la maestra procure conocer los principios y leyes pedagógicas que rigen la elaboración de los métodos en vigor. Cuando ocurre lo primero y se efectua lo segundo, la maestra se convierte en um catalizador imprescindible al llevar a cabo su tarea, enseñar a los niños a leer y escribir.

Al enseñar lectura no debe olvidarse que se está operando por un

medio oral, el idioma, cuya característica fundamental consiste en ser un vehículo de comunicación entre personas a través de palabras que expresan ideas. Por lo tanto, el principio esencial en la enseñanza de la lectura consiste en atender a su carácter significativo, la comprensión de lo que se lee. El factor principal al iniciarse el proceso deber ser la comprensión lectora de palabras y frases desde el principio del proceso. La comprensión lectora y la característica fonética del idioma deben ser la base fundamental en la enseñanza.

El aprendizaje del signo-gráfico o de la sílaba resulta sumamente facilitado por tratarse de una palabra de gran uso, ligada a la representación gráfica del objeto a que la misma se refiere. De esta manera se produce una asociación fija en la memoria del niño de un modo permanente y que el niño recordará en el momento en que le resulte necesario. La maestra debe tener esto siempre en mente y que si explota adecuadamente, podrá comprobar de día en día, el adelanto logrado por el niño.

Para que el niño sea motivado y la lectura le sea un proceso comprensivo, es preciso que el vocabulario esté al alcance de su mente y de la lengua de que se sirve para expresarse diariamente. Por esto, no sirve cualquier palabra, es necesario seleccionar aquellos vocablos de mayor uso en la vida cotidiana y que no puedan ser desconocidas por el escolar.

OBJETIVOS ESPECIFICOS

Objetivos para la lectura

El niño aprenderá a:

- describir la diferencia entre las ilustraciones y texto en cuentos sin palabras y expresará la diferencia entre narrar un cuento y leerlo
- visualizar una serie de dibujos que ilustran movimiento de izquierda a derecha y de arriba a abajo
- distinguir entre palabras y letras
- demostrar que el lenguaje se compone de palabras separadas
- identificar palabras nuevas por el uso en contexto, correspondencia signo-gráfico-significado
- usar prefijos y sufijos
- leer oraciones como unidades de significado
- leer para informarse
- narrar un cuento en orden
- identificar la idea principal y hacer inferencias
- interpretar el sentir del cuento y anticipar la terminación del mismo
- identificar e interpretar lenguaje figurativo
- reconocer una variedad de estilos literarios
- distinguir entre la causa y el efecto de eventos
- seleccionar lecturas gradualmente mas difíciles que le interesen
- compartir sus expresiones en la lectura con otros

Se recomienda que las destrezas específicas de la escritura es enseñen al mismo tiempo que la lectura.

Objetivos para la escritura

El niño aprenderá a:

- escribir letras mayúsculas y minúsculas
- usar mayúsculas

-- al iniciar una oración

-- al escribir un nombre propio

-- al escribir los nombres de las calles, etc.

- usar signos de puntuación
- usar gramática tipo funcional
- usar el acento ortográfico y prosódico
- usar sustantivos, verbos, calificativos al escribir y saber la diferencia que ocacionan al usarse
- preparar un diccionario organizado y usarlo al escribir
- escribir sus propias oraciones
- escribir cuentos verídicos y de fantasía.

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PARTICIPANT HANDOUT NO. 5.1.1

LINGUISTICS AND THE BILINGUAL CHILD

Rudolph C. Troike
The University of Texas

Whenever a linguist is introduced and his profession is mentioned, he is sure to be asked one or both of the following questions: "How many languages do you speak?" and "What is linguistics?" In fact, so conditioned is the average linguist to these questions that he will often answer them even though they have not been asked. It will not be without precedent, therefore, if we begin the present discussion by attempting to answer these same two questions.

Briefly, a linguistics may be defined as the science of language, and a linguist, as a scientist of language. Linguists, as linguistic scientists are known, do not necessarily speak several languages fluently, although most of them actually do simply because they are interested in languages. In the technical sense of the word as we shall employ it here, a linguist is one who approaches the study of language not with the aim of acquiring a communication skill, but from a scientific, analytical point of view. His relation to his subject matter, then, is that of any scientist to his field of study.

The type of questions which the linguist asks about language includes such as the following:

What are the elements of language?
How is language put together?
How does it work?

He asks these questions anew for each individual language and seeks to avoid carrying preconceptions into his work from his prior experience with any other language, be it Latin, his native language, or whatever. The further question of how the language is used is somewhat peripheral to linguistics: although linguists do address themselves to this problem, their central concern is with the structured system of behavior itself which we call language.

Language

Since the subject matter of linguistics is language, we would do well to consider some of the significant characteristics of language as the linguist sees them. Although most of these points invite extended discussion, we shall comment on them only briefly here.

Language is symbolic: We use words to refer to the categories of experience, such as things, ideas, actions, and qualities. The word dog is not the same thing as a dog itself, but rather it is a symbol for the animal, or, as we would say, it "stands for" a particular kind of animal. The symbolic character of language is its most obvious feature, and, indeed, its very raison d'être.

Language is arbitrary: Spanish uses the word caballo to designate the same animal for which English uses the word horse; other languages employ equally divergent terms. The sequence of sounds used to represent a particular concept in a given language is a purely arbitrary matter, as there is no inherent connection between the thing and the word used to refer to it. Languages are arbitrary in other ways: Spanish places its adjectives after the noun, English before; Spanish adjectives must agree with the noun they modify in number and gender, whereas English adjectives are not inflected; each language is equally arbitrary in these and other matters.

Language is conventional: If we wish to communicate with other speakers of our language, we must abide by the consensus of the speech community as to the meaning of various forms. If you should decide privately to use the word dog when referring to a horse, failure of communication would occur very soon when you began talking about feeding hay to your dog or riding your dog; the consequences are readily imaginable. Successful communication requires that we observe linguistic conventions just as we do other social conventions.

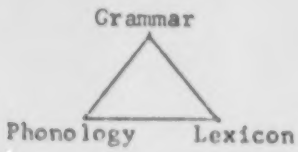
Language is system: Of all the component aspects of human culture, language is the most systematic, the most highly structured. It is this characteristic which makes language so particularly amenable to scientific analysis, and makes linguistics the envy of all the social sciences. The structural system itself forms the principal focus of interest for the linguist in the study of language.

Language is vocal: The principal medium for the communication of language is speech. Writing, despite its enormous cultural importance, bears only a secondary relation to language, for writing is primarily a representation of speech. Many of our misconceptions about language arise from a confusion of writing with language, e.g., the often-heard statement that "English is an unphonetic language." Actually, the future course of most languages would probably be little affected if all writing were to suddenly disappear.

Language is social: Language exists because man is a social animal, and must communicate to cooperate. The individual learns the language of the community into which he is born and thereby becomes a member of that society. No two individuals speak their language quite the same way, but the speech habits of the members of any speech community cluster about a norm, which gradually shifts through time. Like all social phenomena, language is subject to change, and changes constantly. The inevitability of change, and the futility of attempts to impede it, simply reflect the social nature of language.

Language is behavior: Language is a form of social behavior, not, as the folklore taught in our schools suggests, a set of immutable rules prescribed by mythological "authorities" about the way people should speak. Like other aspects of social behavior, language is subject to objective study and analysis; the linguist records and examines acts of speech and writing to discover the regular, recurrent patterns of behavior manifest in them. His description of a language, then, consists of scientifically verifiable statements made on the basis of such an analysis.

A definition of language: Language consists of arbitrary, conventional symbols (the vocabulary or lexicon) used in a framework of formal relationships (the grammar) and expressed through a set of vocal signals (the phonology). The three aspects of language as given in our definition form the "language triangle," containing the great triumvirate of phonology, grammar, and lexicon:



It is worth mentioning at this point that many of us think of language largely in terms of learning words, because we ourselves learned the basic structure of our language--the phonology and the grammar--at such an early age that we are unaware of it, whereas our acquisition of vocabulary continues throughout our lives. This conscious attention to vocabulary during our formative and adult years produces a logocentric, or word-oriented, view of language, which tends to distort our understanding of the way in which language operates. To get a more adequate perspective, we need to step back from our preoccupation with words and their meanings and try to see the totality of language as an integrated system of phonology, grammar, and lexicon.

Grammar

We may define the grammar of a language as the set of formal signals by which meaningful relationships of elements in sentences are shown. The grammar of each language is unique, though the grammatical systems of closely related languages resemble one another in varying degrees. An understanding of bilingual problems and second language learning must begin with a recognition of the grammatical differences between a speaker's native tongue and his second language. Unfortunately, traditional school grammar instruction, with its tendency to reduce all languages to a common Latinate grammatical model, obscures many of the important differences among languages. Scientific linguistic analysis, on the other hand, presents the grammar of each language in its own terms. Only on such a basis can we hope to develop an objective understanding of how a given language operates, and learn precisely how it differs from other languages.

We shall survey briefly some of the types of grammatical signals which linguists have described in English and which are characteristic of the language. These signals do not necessarily occur in other languages; or, when they do occur, they are not used in the same way as in English. Grammatical signals found in English include the following types:

(1) Syntactic: word order

(2) Morphological: word form

(3) Phonological: pitch and stress

Word order: One of the most important features of English grammar is the significance of word order. English makes little use of inflectional suffixes such as are found in Latin, German, or Russian to signal grammatical relationships, so that we depend on the arrangements of words to tell what the relations are. In such an example as

The dog bit the man.

The man bit the dog.

there is no change in the words themselves whatsoever, but the difference in the relative order changes the total meaning of the sentence completely. In arithmetic, and in many highly inflected languages, we can arrange the order of elements any way we choose and the result will still be the same because order is not significant, e.g.,

1 + 2 + 3 = 6
3 + 2 + 1 = 6
2 + 1 + 3 = 6

But in English, order is significant and often functions to signal a difference in meaning, as in service garage vs. garage service, or the car used vs. the used car.

Word form: English is famous for the relative ease with which words may be used in different syntactic slots (noun, verb, adjective, adverb) without a change in form:

His act was very amusing.

They act abominably.

However, many words undergo changes in form corresponding to the slot they fill in a sentence:

We admire her beauty.

Our admiration of her beauty is understandable.

Her beauty is admirable.

She behaves admirably.

Nevertheless, word form is much less significant as a grammatical signal in English than it is in other more highly inflected languages.

Pitch and stress: In English, certain distinctive patterns of variation in the pitch of the voice used while uttering a sentence are important in signaling grammatical information. Three of these pitch patterns, or contours, are illustrated here:

(1) John hit Tom my.

(2) John hit Tommy

(3) John hit Tom my

The first pattern, in which the voice falls away at the end, is typical of statements in English. The second pattern, in which the voice glides upward at the close from the high pitch on the last stressed syllable, is normally used with yes/no questions in most dialects of American English (with the apparent exception of the North, where the statement pattern is more common with questions). The third pattern, in which the voice returns to the normal pitch level used before the last stressed syllable, and is sustained at that level, is commonly used at pause points within sentences to mark incompleteness of the utterance (e. g., John hit Tommy, but he didn't hurt him.).

Stress is extremely important in English, and functions on several different levels to differentiate words, phrases, and sentences:

pérfect (adj.) vs. perféct (v.)

a Frénch teacher vs. a French téacher

We wón. (fact) vs. Wé won. (not they)

It is important to realize that our writing system does not ordinarily indicate the placement of stress, so that we have to know where the stress falls in order to read a sentence appropriately. Speakers of other languages find English stress patterns very difficult to master, and have particular trouble with reading because of the lack of stress-marking in writing, which masks the stress-distinctions of speech. Note the following sentence, which is ambiguous in its written form (though not in its spoken form): "A French teacher is not necessarily a French teacher."

Phonology

One of the most important things in helping us to understand language behavior and bilingual problems, particularly problems of second language learning, is the concept of the phoneme. This has been one of the great scientific discoveries of this century, and one of the things linguists have been very much interested in. The concept of the phoneme should be

as important to the language teacher as the notion of an atom is to a chemistry teacher. It is difficult to imagine a chemistry course being taught without a mention of atoms, yet we go ahead teaching language, and have gone on teaching it, without ever talking about phonemes. But the concept does shed so much light on the process of communication that we need to consider it here.

We may define a phoneme as one of the psychologically significant sound units in a language, i.e., a class of sounds which the speakers of a language react to as being identical. Operationally, we may identify the phonemes of a given language as the mutually contrastive classes of sounds which serve to signal differences in meaning. We know that the native speakers of a language do not hear raw sounds as such, but rather they hear only those classes of sounds which function in their own language to signal a difference in meaning, and they do not perceive sound differences which do not function in this way in their language. As an illustration, you might say the following words to yourself to see if you notice any difference in the sounds represented by the underlined letters in each pair of words:

p<u>i</u>n : sp<u>i</u>n

r<u>ai</u>n : tr<u>ai</u>n

he<u>l</u>p : hea<u>l</u>th

<u>k</u>eep : <u>c</u>aught

Physically (phonetically) all of these sounds are quite distinct, yet most English speakers will perceive little or no difference between the pairs of sounds represented by the underlined letters. This reaction simply reflects the fact that, for example, the initial sound of pin and the second sound of spin belong to the same phoneme in English. Physically, phonetically, objectively they are different, but functionally, phonemically, psychologically they are the same. We ignore--in fact we learn to ignore in the process of learning the language--the actual physical differences which do exist. We have to ignore these if we are going to learn to communicate in English. So we are unaware of phonetic differences which are not phonemic; in other words, we are not aware of differences of sound in our own language which do not serve to signal a difference in meaning. This realization is extremely important, then, when it comes to the matter of second language learning.

Interference

Bilingualism can be defined simply as the use by a single speaker of two or more languages. The phenomenon of "interference," which Weinreich has defined, concerns the occurrence in an individual's speech of features or elements of one language while he is speaking a second language. From a knowledge of the structure of two languages, it is often possible to predict problems of interference which will come up in the speech of an

individual speaker. Armed with such foreknowledge, the teacher in the classroom can readily identify these problems when they occur and, understanding what causes them, carry out appropriate remedial treatment.

Problems of interference may be phonological, grammatical, or lexical in nature. Typical phonological problems for the Spanish speaker learning English involve the distinction of the vowels of sheep /šiyp/ and ship /šIp/, and of the final consonants of wash /waš/ and watch /wač/. One day a student in my class of English for foreign students asked "What is the difference between /čiyp/ and /čiyp/?" As he had pronounced both items identically, I asked him to repeat the question, to which he replied, "What is the difference between /čiyp/ and /čiyp/?" When I continued to show my puzzlement, he added, "You know, /čiyp/ cheap and /čiyp/ chip," spelling each word out. This boy, who was a native Spanish speaker but who used English quite fluently, had never heard the difference in the vowels of /čiyp/ and /čIp/, so that for him they were homophones. The trouble lay not in his intelligenc or in his hearing, but in the fact that he was a speaker of Spanish, which does not make a phonemic distinction between these two vowels.

The burden which such a problem of interference places on the learner can readily be imagined. English contains enough differently-spelled homonyms now to form a considerable learning problem, but we can see how a failure to differentiate /iy/ and /I/ in English greatly increases the number of homophones for an individual with this problem. In the case of cheap and chip, he simply has to memorize the fact that the adjective is spelled one way and the noun another. He would also regard such words as peat and pit, or list and least, as having purely arbitrary spellings. This is an added imposition on the student's visual memory. for as far as he is concerned the words are pronounced exactly alike. The wash/watch difficulty involves similar problems, and the list can be extended for hundreds of words.

Spanish speakers learning English will often say such things as "Is a book?" or refer to a table as she. What they are doing, of course, is carrying over Spanish syntactic patterns into English. They have probably got the idea that English is really just another way of speaking Spanish, and all that is necessary is to translate word for word in order to have perfectly good English. But it does not come out that way, and it is a little hard on them psychologically to learn that they cannot just use English words in Spanish word order and come out with perfectly good English sentences.

Another vexing grammatical problem facing the Spanish speaker is the use of in, on, and at in English. The problem exists because Spanish has only one preposition, en, corresponding to all three English prepositions in different contexts. This may be shown as follows:

in

en on

at

The situation illustrates a basic language learning problem: one habit pattern or one unit in the native language must be broken into two or more habits or units in the target language. The student has to learn how to restructure his native perception and habits, and at the same time how to structure space, time, events, and entities in the other language. Wherever the structures of the two languages differ, there will always be a learning problem.

The extent of lexical problems for the student of English will vary with his own language background. Speakers of other Germanic languages, or of one of the Romance languages, will find more familiar words in English than will a speaker of Japanese or Turkish. Even so, the natural tendency on the part of students to translate words "literally" (i.e., in terms of the limited equivalents they know) often causes difficulties. I recall the experience of a Turkish friend of mine who was in this country, and was taken to visit a country fair in South Texas. His host wanted him to try some typical American food and offered to buy him a hot dog. Now the idea of eating dog meat was extremely repugnant to this good Moslem, but his host kept insisting, and finally wanted to buy him a "super dog;" this was too much for my friend, who became quite angry with his host at this point. Less extreme examples occur frequently as a result of students' failure to recognize (and of teachers' failure to point out) that words do not have fixed unitary meanings, but that the meaning is often relative to the context.

The problem of dividing one unit in the native language into two or more elements in the second language is relevant to such lexical items as Spanish esperar vs. English hope, expect, and wait for. Another type of problem which is mildly troublesome is that of "false cognates;" an example is the Spanish speaker's use of assist in talking about "assisting to a class," where English uses attend a class; the error arises from an attempt to anglicize the Spanish expression in a context where it does not fit.

Contrastive Phonology

Linguists have known for a long time that the most efficient way to predict pronunciation problems for speakers of one language learning another is to compare the phonemic systems of the two languages. Such comparison of two linguistic systems is known as contrastive linguistics. We may illustrate some of the procedures involved in predicting problems of phonological interference by comparing the phonemic systems of English and Mexican Spanish.

Phonemes of English

p			t	č	k		
b			d	ǰ	g		
	f	θ	s	š		h	
	v	ð	z	ž			
m			n		ŋ		
w			l	y	r		
iy			uw				
I			U				
ey			ow				
		ə					
E			ɔ				
æ	a						

Phonemes of Spanish (Mexican)

p	t	č	k	
b	d		g	
	f	s		x
m	n	ñ		
w	l	y		
	r			
	r̃			
i		u		
e		o		
	a			

In comparing two such phonemic systems, the first step is to draw a circle around the symbols for phonemes in the target language--which in this case is English--which are absent in the native language. If we compare the English and Spanish systems, we find that both of them have /p t č k b d g/, but the /ǰ/ is absent in Spanish; we can predict, then, that English /ǰ/ will be a problem for Spanish speakers, because it is a new unit in the sound system, one that does not exist in their native system as a separate phoneme.

Continuing our comparison, we find /f/ in both languages, but /θ/ (the initial sound of theta) is not present in Mexican Spanish. Nevertheless, many Spanish speakers know how Castilians sound, for the /θ/ does exist in the Castilian dialect of Spanish, and they may know how to imitate the sound. However, they will still have perceptual difficulties discriminating /θ/ as a separate phoneme. We note that Spanish has no phonemic contrast, as English does, between /s/ and /c/; it is predictable, then, that Spanish speakers will have trouble hearing and producing the contrast between share and chair, or wash and watch.

Spanish has a /x/ (voiceless velar fricative), which English lacks, while English has a /h/ not found in Spanish (it must be remembered at this point that we are talking about speech, not writing). It is normal for the speakers of either language to use their native phoneme in speaking the other language; in this situation, where one phoneme is simply substituted for another, the result contributes to a foreign "accent" but does not really impede communication. Thus the English speaker who pronounces mujer as /muwher/ and the Spanish speaker who pronounces hot as /xat/ are still intelligible, though their accent is unmistakable.

An entire series of English phonemes, the voiced fricatives /v ð z ž/, are absent from Spanish, so that all of them will pose a learning problem for the Spanish speaker. The problem is complicated by the fact that some of these sounds occur in Spanish phonetically, but not phonemically, hence Spanish speakers will find it difficult to preceive them as distinct sounds. Going on down our chart to the nasals, we find /m/ and /n/ in both languages; Spanish has an /ñ/, which English lacks, so this will pose no problem for the Spanish speaker learning English, to whom this phoneme will merely be "extra baggage," so to speak. English, on the other hand, has the phoneme /ŋ/ which does not occur in Spanish as a phoneme. Although both [nʃ] and [ŋ] occur phonetically in Spanish, they never contrast to signal a difference in meaning as they do in English. For Spanish speakers, then, both sounds are members of the same phoneme, whereas in English they belong to different phonemes.

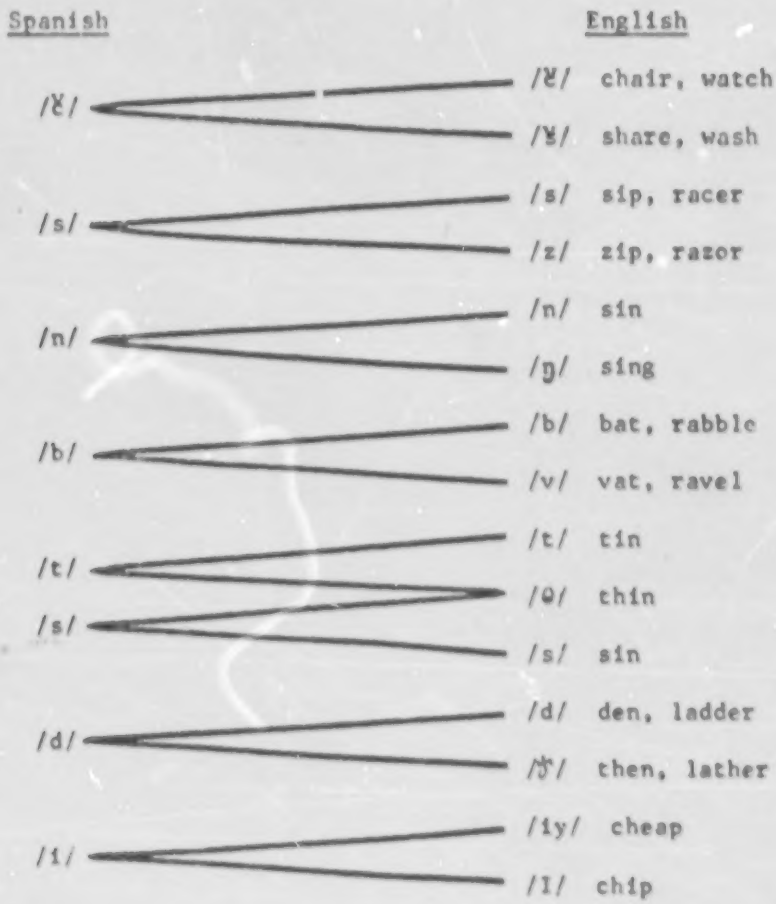
Finally, we find /w y l/ in both languages, but Spanish has /r/ and /r̂/, while English has only /r/. In this instance it is the English speaker studying Spanish who must learn to subdivide his /r/-habits into two. We know from considerable experience that the r-problem is one which English speakers have in learning Spanish, and not vice-versa.

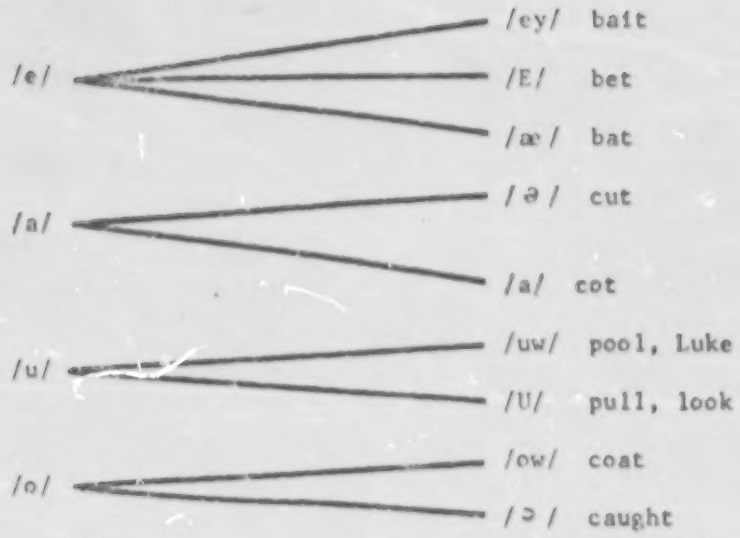
Comparing the vowels, we see that the vowel system of English is extremely complex. English has one of the most complex vowel systems in the world, which is certainly unfortunate considering its status as a world language. English speakers make phonemic distinctions between /iy, I, ey, E, æ/ among the front vowels, in such words as beet, bit, bait, bet, bat; in the central vowel column we have the distinction between /ə , a/ as in cut and cot; and in the back the differences between /uw, U, ow.ɔ / are phonemic, as in pool, pull, pole, and poll. While we have all these different vowel distinctions to make in English, the Spanish speaker has only five to worry about. The English speaker learning Spanish finds a much simpler system and so has no real problem aside from the differences in articulatory norms which contribute to an accent. On the other hand, the Spanish speaker learning English has to divide his system of five vowels into the eleven vowels of English, which is to say that he must more than double the number of distinctions he makes in his native vowels in order to understand and be understood in English. The size of this learning problem can readily be appreciated.

Phonological Problems

The phonemic system of a language acts as a kind of filter through which the native speaker hears the sounds of other languages. This "phonemic filter" assigns the sounds of foreign languages to the nearest equivalent phoneme in the native language, and often prevents the learner from recognizing any phonemic differences between his own and the target language. If the native language lacks /θ/, the student learning English will often fail to hear it as a new sound, but will preceive it as the phonetically most similar sound in his language; e.g., as /t/, /s/, or occasionally as /f/. If the native language has no phonemic distinction between /ə/ and /a/, for example, they will be heard as identical sounds. The perceptual system of the brain automatically pigeon-holes all language sounds (unless they are too novel) into the phonemic categories to which the speaker has been conditioned by his previous language experience.

Some of the problems of phonemic differentiation which the Spanish speaker faces in learning English are listed below. We have previously identified most of these in our initial contrastive analysis of the two phonemic systems, but the mode of presentation adopted here may help to bring these into sharper focus.





Certain sounds which are phonemically distinct in English are found to occur in Spanish as members of the same phoneme. For example, both of the sounds [d] and [ð] occur in Spanish, where they never contrast and are both members of the phoneme /d/. Their distribution may be illustrated by the following examples:

/d/

[d]	[ð]
dormir, cuando	lado, Usted

As shown, the stop [d] occurs initially and after nasals while the fricative [ð] occurs between vowels and in final position. Their occurrence is predictable and automatic, and the two sounds never contrast to signal a difference in meaning between two words, as they do in English. The Spanish speaker is therefore unaware that the two sounds exist, and hears them as phonemically equivalent. As a result, he fails to hear or produce any distinction between such pairs of English words as dare-there, ladder-lather, and read-wreathe.

A similar situation involves the sounds [n] and [ŋ] , which in English belong to different phonemes but in Spanish are members of the same phoneme. Their distribution is as follows:

/n/

[n]	[ŋ]
norte, cuando, son	banco, son

Words which end in /n/ may be pronounced indifferently either with [n] or [ŋ], though in some dialects there is a greater tendency to use [n] in this position. Before velar stops or fricatives, only [ŋ] is found; [n]

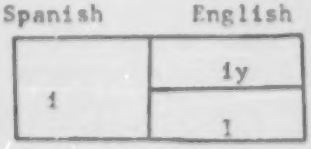
occurs in all other positions. Spanish speakers, therefore, have great difficulty detecting any perceptible difference between such English pairs as sin and sing, and even greater difficulty producing such a distinction. Occasionally they are misled by the orthography and actually attempt to pronounce the g in sing, often saying something closer to sink.

The Auditory Monitor

When a person wishes to express his thoughts, he puts them into linguistic form, i.e., he encodes them. The brain then sends instructions to the vocal organs to carry out their respective and coordinated functions for the formation of speech, by which the linguistically-encoded information is transmitted. As speech is produced, the vocal output reaches the speaker's own ear and is fed into the linguistic decoding component of his brain, where it is monitored and matched against the intended output (at least as long as he listens to what he is saying). The brain, then, depends upon feedback through the ear as a check on whether its instructions have been fulfilled. This monitoring process has been compared to the way in which a thermostat controls a central heating system, with the auditory monitor acting much as a type of servo-mechanism.

The analogy is a useful one, for it sheds considerable light on the problems of phonemic perception. A heating control, for example, may be set to operate over varying ranges of temperature difference: it may come on at 65° and go off at 80°, or the critical temperatures may be set closer together, at 70° and 75°. Similarly, as a child learns the limits of phonemic variation in his language, his "phonostat" becomes "set" to react to certain ranges of sound variation as functionally equivalent, and to ignore fluctuations within each of these limits.

A comparison of the permitted latitude for the variation in the high front vowels of Spanish and English would give this result:



For the Spanish speaker, any sound within this range qualifies as the same phoneme; the English speaker, however, is conditioned to hear two significantly different vowels within this range.

The speaker's internal "phonostat", therefore, affects not only his perception, but even more critically for production, it governs his oral output. Note, for example, the vary slight muscular adjustments which suffice to change eat to it; unless the "phonostat" has been properly set beforehand, the motor centers of the brain will not be able to control the critical muscular movements necessary to produce a consistent distinction between these sounds.

Pedagogically, then, it is important to give learners adequate ear-training in the phonemic distinctions of a new language even before they asked to produce these distinctions themselves. They must internalize a clear acoustic image of the new phonemic contrasts in order to have a reference target to guide the performance of their own vocal organs. Otherwise they will be able to do no more than carry over the phonemic distinctions of their native language into the new one.

Phonological Training

We now have a better theoretical basis for viewing the phonological problems of second-language learning. We are thus in a better position for understanding why phonological interference arises in the speech of a bilingual (or incipient bilingual), and how we might devise a teaching approach for dealing with these problems. The first important focus must be on training the student's ear to hear the phonemic distinctions of the second language. The aim, then, is to condition the individual to respond to a different set of signals from that which he has learned previously. He must learn a whole new system and must overcome the constant interference from the native system. The older the learner, the more ingrained will be the perceptual habits of the native language, and the more difficult will be the task of establishing a new set of contrasts.

Drills to teach phonemic discrimination are best set up on the basis of minimal pairs -- words that differ by only one phoneme, and are otherwise identical, e.g., leave-live, berry-very. In the initial stages, students should not be called upon to pronounce the sounds, or the words, but merely identify which one of a pair the teacher may say. They should have ample opportunity to hear the words, and the contrast between the pairs, before they are asked to differentiate them.

Suitable drill material might be presented in some such way as the following:

"Which one do you hear?"

A	B
sheep	ship
heel	hill
beet	bit
bean	bin
cheek	chick

After hearing the teacher pronounce all the words in each list, then hearing her contrast each pair of words, the students may be called upon to identify single words pronounced by the teacher as A or B. This procedure provides a convenient way for the teacher and the student himself to check on the progress of his perception. With young children, flash cards containing pictures could be used in the same way. The important thing is to teach the student to realize the great difference

in meaning signaled by the slight difference in sound, so that he will learn to respond to these differences. For this reason it is necessary for students to know the meaning of the words in the drills.

Once students are able to recognize the contrasts correctly about ninety percent of the time, then they will be ready to start pronouncing the words themselves. It is important to get students to practice the words in short contexts as soon as possible; spending too much time on isolated word pairs is not desirable in production practice. Many students can memorize entire drill lists and recite them with phonetic perfection, but when asked to use a word in a sentence, they will slip back into their native phonology. Such behavior clearly shows that they have learned the pronunciation not as a part of language, i.e., as part of a system of phonemic contrasts, but merely as an isolated task unrelated to language.

Suitable contexts for initial drill in minimal-pair contrasts could consist of such simple frames as these:

I see a _____.
It is a _____.
A _____ is not a _____.

As more phonemic contrasts are introduced and drilled, and students' vocabulary is enlarged, more complex sentence frames can be employed. The mastery of a new phonemic system does not come easily or quickly, however, and contrastive drill and constant correction must be maintained long enough to insure that new pronunciation habits become fixed and automatic.

The Prospect

It is abundantly clear that linguistics has a major contribution to make toward an understanding of the phenomenon of bilingual interference. Equally, because of the light it sheds on the nature of language, language acquisition, and bilingualism, linguistics offers valuable insights and suggestions for second-language teaching. We have touched on only a few of these in our discussion of phonological training, but enough has been said about the prediction of problems in grammar and vocabulary to indicate that teachers of bilingual students should be informed about linguistics and the techniques of language comparison.

In considering the social implications of bilingualism, we need to keep uppermost in our minds the realization that language is a system of communication. The bilingual who has mastered two such systems, has thereby effectively doubled the range of social contexts in which he is able to function successfully. The monolingual or partial bilingual, on the other hand, is the prisoner of his linguistic environment. Especially if his native language is not the dominant one in the community, if it is not the medium of education and commerce, then he will be severely handicapped in his attempts to achieve economic and social advancement.

The linguistically sophisticated teacher can do a great deal to guide her students to an adequate command of the official or prestige language, while at the same time preserving intact their respect for their native language. The teacher needs to recognize that English is truly a foreign language for many children entering first grade. Such a child faces the task of acquiring a completely new code system for communicating about his experiences. If he is particularly apt, he may be able to learn the language and get ahead educationally. In this the home environment can be a crucial factor, depending on whether it supplies reinforcement for his motivation to learn English. Unfortunately, the classroom situation rarely provides adequate opportunity for that sine qua non of language learning, oral practice. Ordinarily the child is relegated to the role of a purely passive learner, while his active oral communication, both at home and within his peer group, continues to be in his native language.

If we accept the proposition that English is truly a foreign language for these children, we can begin to see immediately the applicability of techniques worked out for teaching the modern foreign languages to English speakers by the oral-aural or audio-lingual method. Children need a great deal of opportunity to practice repeating simple sentence patterns after the teacher and to make their own sentences using vocabulary they have learned. The teacher must serve as the oral model and the corrective monitor of their linguistic output, until they have internalized enough of the language to freely generate English utterances without going through a translation process. As we know, children are capable of acquiring a new language very rapidly at this age if the proper environment for learning is provided, and full advantage should be taken of this capacity.

We should work to foster the achievement of successful bilingualism in our students, conscious of the advantages it bestows upon the individual. The non-English-speaking child who comes to us possesses a potential handicap or an advantage; he may become either a social cripple or one who can enjoy the best of two worlds. The alternatives are clear; our teaching can make the difference.

PARTICIPANT HANDOUT NO. 5.1.2

Muriel R. Saville and Rudolph E. Troike, A Handbook of Bilingual Education, Revised Edition, Teachers of English to Speakers of Other Languages (TESOL), Washington, D.C. 1971.

This handbook was commissioned by the ERIC Clearinghouse for Linguistics and may be purchased from TESOL at an approximate cost of $2.00 per copy.

Institute Instructors are advised to secure these copies ahead of time.

Similar materials may be substituted for this handbook.

PARTICIPANT HANDOUT NO. 5.1.3

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ENGLISH AS A SECOND LANGUAGE FOR MEXICAN AMERICANS

by
MARGUERITE SMITH
Coordinator of Elementary Education
El Paso Public Schools
March 1968

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ERIC Clearinghouse on Rural Education and Small Schools
New Mexico State University
Box 3AP, University Park Branch
Las Cruces, New Mexico 88001
Telephone: 505-646-2623

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ENGLISH AS A SECOND LANGUAGE

FOR

MEXICAN AMERICANS

Introduction

The Elementary and Secondary Education Act of 1964 with its emphasis on educational opportunities for the economically disadvantaged has had an unusual impact upon the teaching of English as a Second Language. To the schools of the Southwest and particularly the cities on the border, the challenge of meeting the needs of the Mexican American is not a new problem. In fact the schools in this area have wrestled with this problem for over half a century, and although there have been significant gains, the challenge to provide the Mexican American with meaningful educational experiences is still one of paramount importance.

Although some of the more vocal critics of the schools seem to be aware of only the failures, some of the evidence shows that schools have done and are doing a creditable job in educating the Mexican American. Today many Mexican Americans educated in the public schools are holding important positions in every profession, such as doctors, lawyers, teachers, and technicians. The Mexican American is serving his country in almost every branch of government; there are senators, representatives, judges, mayors, school board members, and other governmental officials. There are community leaders highly respected by both the Mexican American and the Anglo American. More Mexican Americans are graduating from high school and college each year. These facts may tend to make the educator complacent, but if he is honest he must also admit that there are too many school drop-outs and that academic achievement is consistently low among the Mexican Americans.

Objectives

In order to plan a curriculum for the Mexican American, it is of primary importance to have a clear understanding of the basic objectives. What are the schools trying to teach? What are the specific needs of the Mexican American? What school experiences will help the Mexican American become a successful, contributing member of society? To teach English not only as a means of communication but also as a vehicle of culture is a feat that requires innate resourcefulness, conscientious planning, logical procedures, and organized approaches. The objectives for such a program may be stated under academic development and cultural orientation. The interrelationship between academic development and cultural orientation is such that in actual teaching practice these two will be completely integrated. For the sake of clarity and emphasis, however, the objectives are presented separately.

Academic Objectives

1. The development of the ability to communicate in English
2. The acquisition of natural speech patterns and an ability to express their own ideas
3. The development of proficiency in language for everyday conversation
4. The acquisition of language skills applicable to all areas of the curriculum
5. The development of skills and understandings in the content areas of the curriculum
6. A correlation of English and Spanish in such areas as music, literature, and social studies
7. The development of the ability to work successfully in a typical classroom with a peer group

Cultural Objectives

1. The development of an appreciation for the American way of life
2. An awakening of interest in the English language and the people who speak it natively
3. The release of greater powers of self-expression which will lead to a new sense of accomplishment and contribute to the learning process
4. The fostering of an insight into the cultural patterns and social values of the United States
5. The desire to become happy, useful, contributing members of society
6. The appreciation of the Mexican culture and of the heritage of the Mexican American
7. The development of acceptable standards of mental health, self-respect, self-actualization, and level of aspiration

These objectives listed are acceptable to most educators in planning programs in English as a Second Language, but most of the emphasis in the past has been on language development to the exclusion of the other important objectives. Although the integration of all the communication skills in functional situations is important, isolated language development is not adequate to help pupils function in normal classrooms with peer groups.

Factors

Even after there has been consensus about the objectives to be attained and the degree of accomplishment expected, there are many factors which will influence and determine the program to be developed. Since the pupils themselves, the teachers, the school, and the community will influence this program, it seems expedient to examine briefly these factors.

Pupil

The pupils in the English as a Second Language classes fall into two groups. One group consists of pupils who have lived in the community most of their lives. The other group consists of pupils who have just moved to the United States. Although there is some similarity in the groups, the differences are great enough that it is necessary to consider two entirely different programs of instruction.

The first group of ESL pupils are native Spanish speaking and, living in the United States, they have had some experience with English. They have heard English in markets and shopping areas, on buses and streetcars, on radio and TV, and perhaps from older brothers and sisters. They have had some contact with printed English as they have encountered signs in English, and in many cases they have at least seen newspapers and books written in English. This contact has given the pupils an awareness of the English language. However, within this group, fluency in English differs greatly; some communicate in English fairly well, some understand some English, but speak it only in the classroom, while some are able to communicate only in Spanish. But these children enter school with a head start because their ears are attuned to some degree to English. When these children enter the first grade of the English speaking school, they encounter a new world, and their problems are of such magnitude that it requires a depth of understanding, a skillful approach to teaching, and a curriculum devised to meet their needs.

The other group of pupils who make up the English as a Second Language classes consists of pupils who have just moved to the United States from Mexico. This group varies in age from six to twenty-one and in educational experience from those who have had no formal education in Mexico to those who have the equivalent of a high school education. The quality of their education varies greatly so that it is impossible to assume that all pupils completing a certain grade have had a similar basic education. Unless the school has a well-defined special program for these pupils, they will not have the opportunity to acquire the concepts, the understandings, and the skills necessary for effective participation in school and community life and for gainful employment. This special program should be designed to move the pupil as rapidly as possible into classes with peer groups.

Teachers

The importance of the teacher's role in the program cannot be overemphasized. The personality of the teacher, coupled with his attitude toward and empathy for his pupils, will greatly determine the success of the program. The instructor should have special training in the field of language teaching because his linguistic ability will also affect the teaching-learning situation.

Since the teacher's speech is the standard the pupils must imitate, he must enunciate all sounds distinctly and at a normal speech tempo. If the teacher is to guide the pupils in mastery of speech skills, he must serve as a model, a judge, and a stage director. As the pupils' model, he must present the structures to be learned so that the pupils can hear them correctly; as their judge, he must recognize immediately any departures from the standard pronunciation; and as their director, he must work out remedial measures to ensure mastery.

Although it is not obligatory for the teacher to be fluent in Spanish, some knowledge of the language is as asset. The teacher should understand special pronunciation and intonation difficulties in order to emphasize similar or contrasting elements of both languages and to appreciate the peculiar difficulties under which the pupils are laboring. A functional knowledge of Spanish will help the teacher to establish rapport with his students, and it will serve as a bridge in clarifying concepts and in making explanations.

The School

The school policies have a definite influence upon the English as a Second Language program. The administrator who is cognizant of the problems involved will hold the class to a minimum size to ensure individual instruction. If possible, a teacher's aide should be placed in each class.

Since placement of pupils is an important factor in the effectiveness of the program, the administrator should use many and varied techniques to group children into workable units for instruction. Too often pupils are placed in English as a Second Language classes who belong in other programs. Examples are the mentally retarded, the emotionally disturbed, or the discipline problem. Administrators should recognize that the placement of pupils presents a baffling problem because pupils vary drastically in ability, fluency in English, and academic achievement.

The amount of money allocated to this special program will determine the equipment and supplies available. Varied and meaningful approaches to learning will be made more effective with such equipment as a language laboratory to provide individual instruction, films and filmstrips to motivate the lesson, and a tape recorder to evaluate pupils' progress. It is essential that books and materials be available which are especially designed to meet the needs of the Mexican American, which may mean that such materials must be written.

The Community

The socio-economic level of the community in which the school is located is another force which will affect the curriculum of the English as a Second Language class. If it is a culturally deprived community, the pupils may have little opportunity to speak English outside the classroom; if parents are illiterate in English, they may not encourage the use of English in the home. However, in spite of deficiencies in home background and in readiness for school learning, the pupils have positive and constructive values which can offset environmental influences. A sympathetic, skillful, and interested teacher will help pupils to overcome these handicaps.

This then briefly describes the pupil, the teacher, the school, and the community and leads to the consideration of a curriculum which will be a vital force in achieving the objectives for teaching English as a Second Language.

Teaching in Spanish

The controversy over the teaching of pupils in Spanish that has raged over the last five years has resulted in enormous confusion for teachers and curriculum directors. What is the best way to teach the Mexican American to communicate in English? There is no unanimity, but there is a unanimous desire to find a superior method to help the Mexican American move into the stream of American life.

The Southwest Council of Foreign Language Teachers passed a resolution concerning the education of bilingual children in 1965 which is indicative of the radical move to sanction more teaching in Spanish. The resolution makes five recommendations that are applicable to the public school program for teaching the Mexican American.

First, throughout the Southwest, schools should plan a program in which non-English-speaking children are given curriculum-wide instruction in their native language in the regular school day, especially in the pre-school and primary years.

Second, instruction in English should also be developed, based on special techniques for teaching English as a Second Language.

Third, policies should be reconsidered which prohibit the speaking of languages other than English on school premises.

Fourth, school districts should be urged to make greater efforts to recruit qualified teachers and teacher aides who speak with native fluency the language of the pupils involved.

Fifth, recognizing the importance of the mother tongue as a symbol of an inherited culture and as an enrichment of our total culture, teachers should encourage all bilingual citizens to cultivate their ancestral language as well as the official language, English.

A few schools have tried instruction in Spanish and some claim significant educational gains; yet, it must be pointed out that no results have been conclusive. Methods such as those used in the Coral Way Elementary School, Miami, Florida, have been tried and abandoned in other schools.

Teaching in Spanish has merit particularly from a cultural viewpoint. Surely no educator would want a child to be ashamed of his native language, to feel that his family is second rate, or to develop a poor image of himself. The language used in the family may be called the "home-rooted" language; it is the language the child uses to communicate with the ones he loves best; it is the language he uses when he plays with his friends; it is the language of his songs, his stories, his prayers. The problem is not whether Spanish should be used in educating the Mexican American but rather how it can best provide a vehicle for better communication and understanding of English.

Some proponents of the bilingual program have favored giving each child instruction for a part of the day in his vernacular with a native teacher of his language. The other part of the day instruction would be in his second language with a native teacher of the second language. Others have advocated a program of teaching one or two particular subjects in Spanish such as science or social studies. At least one school has experimented with teaching all subjects in Spanish during the primary grades and then changing to English at about the fourth or fifth grade level. Many have claimed significant results but, at this time, all of these programs are still in the experimental stage and no research is valid. Some of the problems in these experimental programs are the absence of teachers proficient in both languages, the scarcity of quality materials in Spanish, and the acceptance of the program by teachers, parents, and pupils. Another significant problem is inherent in the two languages, because Spanish and English are very different linguistically. Learning to read in Spanish does not ensure success in learning to read in English; in fact it might be a deterrent to English communication. It should be remembered that the Mexican American has the same goals, ambitions, and aspirations as does the Anglo American. He, too, wants to be a highly respected citizen and wants to enjoy economic, political, and personal freedom.

If the planners of curricula are willing to confront the problems realistically, they will concede that they must devise new programs to meet the needs of the Mexican American. It seems reasonable that children should have an opportunity to become familiar with English and at the same time to use their native language within the scope of the school day. Perhaps there should be no definite period for instruction in Spanish and another time for instruction in English. Could the two languages be used in such a way that there would be a communication, sometimes in English and sometimes in Spanish?

The logical place for the Mexican American to gain aural-oral mastery in both English and Spanish is in language arts.

There are many delightful stories such as "The Three Bears," "Red Riding Hood," and "The Ugly Duckling," which are universally read and loved by children. These books are as much the heritage of the Mexican American as any other nationality.

These stories could be read to the children in Spanish and then in English. The children not only would enjoy the story but also would gain a sense of security as they heard the story in their native language, thus giving them a keener appreciation of the English version. This could serve as an excellent activity to develop vocabulary in both languages as well as an opportunity to hear the melody of both English and Spanish. The children should soon be able to tell the story; some might tell it in English while others might tell it in Spanish. Later they might dramatize the story and it might be that Mother Bear would speak in English while Father Bear might answer in Spanish. Other stories could be read that are definitely Mexican in origin, allowing the child to gain a keen appreciation of the culture of Mexico.

Songs and games present another avenue that might bring a mingling of the two languages in ways to meet the emotional needs of the child and, at the same time, give him new insights into the culture of Mexico. Some songs may be sung in both languages such as "Silent Night" or "Noche de Paz."

There are other areas of the curriculum that skillful teachers will discover can be presented in both languages. Units in social studies might be developed about the home, school, or community, which would allow the child to communicate in his native language as freely as in English.

Instruction in both Spanish and English in natural and motivating experiences will facilitate development of aural-oral mastery of language forms and will widen pupils' horizons culturally as well as linguistically. Each of these areas will be discussed later when detailed suggestions are made for curriculum development.

Language Development

The primary objective in teaching the Mexican American is to develop his ability to communicate in English. The learning of English is a complex process but children can learn to speak English, idiomatically, and without accent, if taught scientifically. Teachers of English as a Second Language must realize that if pupils are to attain accuracy and fluency in English, they must have instruction in intensified English involving sequenced drills and meaningful repetition. It is important that the listening-speaking-reading-writing sequence be developed on valid linguistic principles.

In Teaching Young Students English as a Foreign Language, Dr. Faye Bumpass gives three linguistic principles to be considered in the teaching of a foreign language. The first principle is that language is and remains a phenomenon of sound. Writing is the reflection of speech, not speech itself. Reading is the reaction to writing in terms of recognition

and understanding. Learning English as a Second Language means to master the sound system of English. This requires a mastery of all structural patterns in English and the ability to produce them fluently and automatically.

The second principle is that the Mexican American "listening" to English does not "hear" the sound units which do not exist in Spanish. Since his ear is not tuned to hear sounds that are non-existent in Spanish, he tends to substitute some sound that is similar. In order to develop aural-oral mastery the teacher must present the sounds clearly and distinctly, and he must present the difficult sounds within lexical items and sentence patterns in order to avoid incorrect sound substitutions.

The third principle is that the Mexican American may be taught to "hear" a sound which is non-existent in Spanish by learning how to produce it correctly. The teacher must know and be able to illustrate how each sound is made and should give intensive practice in reproduction and recognition of these sounds. Such practice will aid pupils in forming correct habits in pronunciation, intonation, and rhythm patterns.

Oral Structured Drills

An important part of language development is attained through the use of oral structured drills. These drills involve the repetition of a language pattern with small but consistent changes in each repetition. The four basic drills are: repetition, substitution, replacement, and conversion. Since these drills form the basis of the curriculum in an English as a Second Language program, a few examples are given; however, more complete information may be found in Stockwell and Bowen, The Grammatical Structures of English and Spanish.

In the repetition drill a rote response is presented and practiced at normal speech tempo and with normal inflection. This drill should be carefully controlled in order to teach the automatic use of structural forms. An example of the repetition drill is given in which the sound of p is developed. The children are shown how to close their lips, then blow them open with a puff of air, but without voice to make the p sound. The teacher first says a word with the p as the beginning sound, then a word with p in the medial position, and then a word with p as the final sound. Later, phrases and sentences are used and the final portion may be a poem.

pear	people	top
pick	September	ship
pet	apple	pep
pan	purple	nap
part	paper	cap
poor	apartment	soup

a bad puppy	a pretty bird	to play ball
a big puppy	to be proud	my best cap
much better prose	to take a nap	in the park

1. They played in the park all afternoon.
2. Why didn't you buy some apples?
3. Do you prefer pork or beef?
4. Paul practiced playing the piano all morning.
5. I prefer peaches but Peter likes plums.

The Little Bird

Once I saw a little bird
Go hop, hop, hop.
I said, "Little birdie,
Will you stop, stop, stop?"
He looked me up and down
With a peep, peep, peep.
And across the grass he went
With a leap, leap, leap.

--Adapted

In the substitution drill any word or phrase in the sentence may be changed by substituting some other word or phrase of the same grammatical form for it. For example, a noun is substituted for a noun, a verb for a verb, or an adjective for an adjective. The following sentence illustrates the substitution drill.

The teacher says:	The pupils say in chorus:
This is a book.	This is a book.
pencil	This is a pencil.
chair	This is a chair.
The book is new.	The book is new.
old	The book is old.
big	The book is big.

In the replacement drill one word is replaced by another of a different grammatical form that will express the same idea. This type of drill is shown below.

The teacher says:	The pupils say in chorus:
The desk is black.	It's black.
Marie is pretty.	She is pretty.
The pencil's on the desk.	It's on the desk.

In the conversion drill the sentence is changed; for instance, an affirmative sentence is changed to the negative form, or a singular form is changed to a plural form. These examples of the conversion drill will serve to clarify this kind of activity.

The teacher says:	The pupils say in chorus:
The window is open.	The windows are open.
The boxes are open.	The boxes are not closed.
Are the windows open?	Yes, they are. They're open.
This coat is red.	That coat is red.

There are many variations of these four basic drills. It should also be pointed out that in one lesson several or even all types of oral structured drills may be used.

The mere repetition of these drills will profit nothing unless the teacher applies the three principles previously discussed. The words must be clearly pronounced and enunciated, and the intonation and rhythm must be perfect. The teacher must know how to guide the pupil so that he will avoid errors, and he must be able to show him how to produce each sound. The drills must be continued until the pattern is memorized; however, the practice periods should be short and interest should be maintained by varying the drills and by the use of visual aids.

If the teacher cannot serve as a perfect model of speech, then it is best to rely on tapes that have recorded perfect models. This places greater responsibility on the teacher, for he must then put forth a double effort to maintain interest and a high quality of participation.

Curriculum Proposals

The purpose of this portion is to present two proposed curricula for the Mexican American. The first curriculum is for the first group of pupils described earlier in this discourse. The pupils have lived most of their lives in the United States; they enter the first grade in the public schools and should continue through high school if the program meets their needs. The second curriculum is proposed for older pupils who enter the public schools from Mexico and are not able to work with peer groups since they cannot communicate in English and often are academically retarded. In order to make the suggestions for curriculum development clear, the first grade program is presented first, in some detail, with suggestions for succeeding grade levels.

First Grade Curriculum

Reading

There is a rather common agreement that children who speak no English need a special oral language program prior to beginning the usual basal reading program. It is essential that adequate oral proficiency consisting of the mastery of the basic sentence patterns common in English be developed. Vocabulary expands rapidly once this mastery is attained, but the mere rote memorization of a list of words does not constitute proficiency. The Mexican American child must be able to distinguish the many new sounds of English and to understand and speak some English to participate in the reading readiness program.

Not only is initial audio-lingual teaching of English as a Second Language essential to early reading success, but it is equally essential that the words developed include all of those used in the reading readiness program.

For example, exercises in listening for beginning sounds in words common to all reading readiness programs give pupils practice in deciding whether spoken words, or names of objects or pictures, begin with the same sound. It is assumed by the authors of reading readiness programs that the pupils have already learned to hear all the sounds of the language; unfortunately, this is not true of the non-English speaking child. The objective of the lesson in teaching beginning sounds is to make the pupil aware of the consonant sound at the beginning of a word and to teach him to distinguish it from other consonant sounds. If the Mexican American is to be successful with this type of lesson, he must have all of the vocabulary presented in oral structured drills prior to the teaching of the reading readiness lesson.

One of the first lessons in Getting Ready to Read is to teach the initial sound of M. In this lesson the following words are used: monkey, moon, mask, mop, mirror, mouse, mailbox, milk, meat, money, man, mailman, mittens, matches, and marbles. The following structured drills show how the words can be developed using pictures or real objects.

The teacher says:	The pupils say in chorus:
This is a monkey.	This is a monkey.
moon	This is a moon.
mailbox	This is a mailbox.
mirror	This is a mirror.
This is a monkey.	It's a monkey.
This is a moon.	It's a moon.
mailbox	It's a mailbox.
mop	It's a mop.
This is a man.	He's a man.
This is a mailman.	He's a mailman.
This is a match.	These are matches.
This is a marble.	These are marbles.
mittens	These are mittens.
mop	These are mops.
What's this?	It's a monkey.
What's this?	It's a match.
Is this a monkey?	Yes. It is a monkey.
Is this a man?	Yes, it is a man.
Is this a marble?	No, it is not a marble.
Is this a monkey?	No, it is not a monkey.

The teacher says:	The pupils say in chorus:
Is this a mop?	No, it's not. It's a man.
Is this a mirror?	No, it's not. It's a mitten.

After pupils have gained proficiency in these drills, the teacher may vary them by using a chain response.

First Pupil:	Second Pupil:
Find the monkey.	Here's the monkey. Find the mop.
Third Pupil:	Fourth Pupil:
Here's the mop. Find the moon.	Here's the moon. Find the mop.
First Pupil:	Second Pupil:
Put the monkey in the box.	The monkey is in the box. Put the mouse in the box.
Third Pupil:	Fourth Pupil:
The mouse is in the box. Put the mask in the box.	The mask is in the box. Put the money in the box.
First Pupil:	Second Pupil:
I see the monkey. What do you see?	I see the mirror. What do you see?

After children have had experiences with the vocabulary in the oral structured drills, they will be able to hear the sound M at the beginning of monkey, moon, mirror, and meat and will be successful with the reading readiness lesson. Not only is initial audio-lingual teaching of English as a Second Language essential to early success in reading for the Mexican American, but this type of teaching must be continued as long as the child needs this extra assistance.

Perhaps it should be clearly stated that instruction in reading should be in English and children should not attempt to read in Spanish until the intermediate grade level. This is not to say that Spanish will not be used to present vocabulary at any point when translation will be the most effective way to develop understanding.

Stories

Reading and telling stories are valuable activities in teaching English as a Second Language. The story should be read in Spanish once or twice before it is read in English. Children may learn to tell it in both English and Spanish, and they might tell it in English using a few Spanish words to facilitate communication. The story hour should be a time of enjoyment but it should also promote language growth.

Some of the stories selected should be ones which children are familiar with in Spanish and that have a universal appeal for children. The story should be rewritten in very simple English, using as few different words as possible, certainly no more than three or four hundred. Key words and phrases should be repeated in order to encourage choric responses. It should be written in scenes with a view to depicting the story visually and later for dramatization.

"Little Red Riding Hood" is a story which meets the criteria set up. "Caperucita Rojo," universally loved, is as much a part of the culture of Mexico as it is of the United States. It might be divided into the following scenes: (1) Little Red Riding Hood's Home, (2) The Walk through the Woods, (3) The Wolf at Grandmother's, (4) Little Red Riding Hood at Grandmother's, (5) The Woodcutter's Rescue, (6) Grandmother Welcomes Little Red Riding Hood.

After the story is told in Spanish, English oral drills should be developed to acquaint children with the vocabulary, the sentence patterns, and new structural phrases. The following drills are suggested to show how a story told for pleasure leads to growth and fluency in language.

1. Repetition drills

The teacher says:	The pupils say in chorus:
The house is small.	The house is small.
The wolf is large.	The wolf is large.
The forest is green.	The forest is green.
Red Riding Hood is pretty.	Red Riding Hood is pretty.
She walks through the forest.	She walks through the forest.
He runs through the forest.	He runs through the forest.
He talks in a loud voice.	He talks in a loud voice.
She goes into the house.	She goes into the house.
She knocks on the door.	She knocks on the door.

2. Substitution drills

The teacher says:	The pupils say in chorus:
This is Mother.	This is Mother.
Grandmother	This is Grandmother.
wolf	This is a wolf.

The teacher says:	The pupils say in chorus:
basket	This is a basket.
What's that?	This is a basket.
Who's this?	This is Red Riding Hood.

3. Replacement drills

The teacher says:	The pupils say in chorus:
Red Riding Hood is pretty.	She's pretty.
The Wolf has big eyes.	He has big eyes.
The Wolf has big ears.	He has big ears.

4. Conversion drill

The teacher says:	The pupils say in chorus:
Is this a wolf?	Yes. It is a wolf.
Is this a man?	No. It's not. It's a girl.

5. Dialogue

The teacher says:	The pupils say in chorus:
What big ears you have, Grandmother!	The better to hear you with, my dear.
What big eyes you have, Grandmother!	The better to see you with, my dear.
What big teeth you have, Grandmother!	The better to eat you with, my dear.

Interest in the story will depend upon the creativeness of the teacher. Each repetition may be an exciting experience if different props are used and a variety of techniques are employed. Flannel board figures, puppets, and three dimensional objects will add to the charm of the story.

Selected stories may be used as the key to understanding the culture of Mexico and may give the Mexican American a new sense of pride in his ancestry. Such a story is Nine Days to Christmas, by Mary Hall Ets and Aurora Labastids. This delightful story of a modern Mexican family tells how Ceci celebrated her first posada with a very special piñata. The love of the family, the description of the market, and the piñata that became a real star will touch the hearts of all children.

Poems

Children delight in saying poems, Mother Goose rhymes, and jingles in chorus. Through repetition, children may be led to achieve the flexibility necessary to improve their pronunciation and intonation in general. The teacher should emphasize the rhythm and should give special attention

to the pronunciation of unfamiliar or troublesome words. The intensity of the presentation ensures greater success because of the motivation. Some poems in Spanish should be included, for if poetry is to have personal value for the pupils, it must be related to other aspects of their lives, to their emotions, ideas, attitudes, desires, and to the pleasures that poetry can provide for them personally. The following are typical examples which may be used effectively with first grade children.

Two Little Hands

Two little hands go clap, clap, clap.
Two little feet go tap, tap, tap.
Two little hands go thump, thump, thump.
Two little feet go jump, jump, jump.
One little body turns around;
One little child sits quietly down.

La Vibora Del Mar

A la víbora, víbora
de la mar, de la mar,
por aquí pueden pasar,
las de adelante corren mucho
las de atrás se quedarán.

Una mexicana que fruta vendía
ciruelas, chavacano, melón y sandía
será la vieja del otro día?
Verbena, verbena, jardín de matatena.

Companita de oro, déjame pasar,
con todos mis hijos,
menos el de atrás, tras, tras.

Washing Machine

Swish, swish, swish, swish
I am a washing machine.
I swish and swish and
swish and swish
Till the clothes are
all quite clean.

Naranja Dulce

Naranja dulce,
limón partido,
dame un abrazo que yo te pido.
Toca la marcha, mi pecho llora,
adiós señora, yo ya me voy.
Si fueran falsos
mis juramentos, en otros tiempos
me olvidarán.
Salio la luna, volvió mi madre
Adiós comadre, yo ya me voy.

Songs and Games

Songs and rhythmic games in both Spanish and English are not only a means of creating atmosphere and developing enthusiasm, but they are an excellent medium for teaching vocabulary and the melody of the language.

The kind of Mexican music we hear most often is that of the village and rural areas. The simple tunes of the music are the kind all can whistle or sing. Some tunes have a strong Spanish feeling; the rhythms have vitality and often urge the listeners to dance. A great many of these songs are gay and happy in mood; others are sad. The happy ones almost bounce while the sad ones almost weep.

Some of the songs may be learned in both English and Spanish, such as "Lullaby."

Duerme, duerme bién, duérmete mi amor,
Que por tí yo velo, con cariño fiel.
Duerme, duerme bién, duérmete mi amor,
Que por tí yo velo, con cariño fiel.

Slumber on my dear one, slumber on my love.
Over you I'm watching, watching faithfully.
Slumber on my dear one, slumber on my love.
Over you I'm watching, so faithfully.

The "Counting Song" is one that incorporates both English and Spanish in a most delightful manner.

Uno dos y tres, cuatro, cinco, seis.
Siete, ocho, nueve, I can count to diez.

Adiós amigo, adiós my friend
Hasta la vista, till we meet again.

Tengo un sombrero, I have a little hat.
Tengo un sarape, what do you think of that?

There is a wealth of Mexican folk songs which the teacher may choose for the pure enjoyment of the pupil; but the English songs may prove to be not only a motivating activity but one more avenue to give further drill in vocabulary.

The well known French song, "Are You Sleeping," provides an excellent substitution drill. The words are given below with some ideas on how children may gain practice on the difficult suffix, ing.

Are you sleeping?
Are you sleeping, Brother John, Brother John?
Morning bells are ringing,
Morning bells are ringing,
Ding, ding, dong,
Ding, ding, dong.

Substitution drill:

Are you working?
Are you eating?
Are you playing?

Songs and rhythmic games provide the creative teacher with an unusual opportunity for helping children to use English in a pleasurable activity. The teacher should always be alert for errors in pronunciation and enunciation and should provide structured drills on any errors detected.

Social Studies

The importance of social studies can hardly be overestimated, because it is in this area that the pupil develops those attitudes and values

which constitute the basis of good citizenship. At first grade level as children study the home and the school, they become aware of democratic values, patriotism, and a sense of loyalty to family, school, and community.

For example, in studying about the school the children might gain a better insight into how the school is a home away from home. This might first be told in Spanish to develop understanding and then in English. When Spanish is used the entire story or item should be presented; it should never become a line for line translation. Discussion might be more meaningful if children are allowed to talk in the language in which they feel more comfortable, whether it be English or Spanish. The teacher should constantly keep in mind that the English must be simple, that the entire lesson should be oral, and that oral structured drills should be used to develop each understanding.

A very simple example is given to show how the teacher could begin a study of the school. Not more than four to six sentences should be given at one time.

Ésta es una escuéla.	This is a school.
Ésta es la señorita Smith.	This is Miss Smith.
La Señorita Smith es la maéstra.	Miss Smith is the teacher.
María es una discípula.	Maria is a pupil.
María está en la clase.	Maria is in the class.
Is this a school?	Yes, it is.
Is this Miss Smith?	Yes, it is.
Is Miss Smith the teacher?	Yes, she is.
Who is Miss Smith?	Miss Smith is the teacher.
Who is Maria?	Maria is a pupil.
Who is a pupil?	Maria is a pupil.
Who is the teacher?	Miss Smith is the teacher.

Pictures, filmstrips, and puppets should all be used to introduce social studies understandings. The social studies lesson is, in truth, just an extension of the language development lesson, but as soon as possible children should be encouraged to express their own ideas in their own way. The teacher should then listen carefully for errors in pronunciation and intonation; these errors should be corrected in structured drills immediately.

Arithmetic

The fundamental concepts of arithmetic should be developed through the use of concrete objects, pictures, and visual representations. Since the vocabulary of arithmetic is new to all children, the Mexican American should be able to master it as rapidly as the native English-speaking child. Through oral presentations the teacher will be able to discourage learning of a rote response. The arithmetic lesson becomes an additional opportunity to give pupils practice in the use of English.

Handwriting

Writing is a motor skill which most Mexican Americans master with little difficulty. There is no valid reason to use Spanish in teaching writing because children can learn every stroke through imitation. The ingenious teacher will use the writing lesson to give meaning to such words as left, right, up, and down. He will also teach the skill of following directions.

Curriculum for Grades 2-8

The same ideas given under the first grade should be employed in the succeeding grades but at a more mature level. If language development becomes an integral part of the curriculum, then the problems of vocabulary, pronunciation, and intonation should decrease. Such a program demands that every teacher be a highly trained teacher of English as a Second Language.

Curriculum Designed for Older Pupils

A curriculum designed to meet the needs of pupils who have just moved to the United States from Mexico presents almost insurmountable problems. These pupils vary in age from six to twenty-one and in educational experiences from those who are completely illiterate to those who have the equivalent of a high school education. In general the curriculum for these pupils may be divided into two areas: language development and content or subject matter.

Language Development

All of the ideas presented previously should be incorporated in planning a program for these pupils, but there are other factors to consider. The students will be at different levels of linguistic development in the four basic language skills. Some may be able to hear sounds and yet not be able to produce them; others may be able to use a pattern during practice and yet not be able to use it in a real language situation; some may be able to call out words in reading and yet not be able to bring meaning to the printed page. The teacher will have to provide specific practice in these and other skills on an individual or group basis in order to bring the child up to grade or age level.

It is important that equal emphasis be given to vocabulary, to language patterns, to intonation, and to cultural meaning in order to develop true language competency. The four basic activities--listening, speaking, reading, and writing--should serve as guide posts to a well-rounded language arts program. There are a number of programs presented by various authors, but, perhaps, We Speak English, Books I and II, by Faye Bumpass more nearly meet the needs of these pupils. Dr. Bumpass emphasizes the aural-oral approach, and if teachers follow up this material with oral structured drills to correct errors in pronunciation and intonation, pupils will be successful.

The oral language program leads to reading, but the reading process is extremely complex and demands the knowledge of many related word recognition and comprehension skills. Although the teacher may find indirect approaches, such as taking field trips, effective in contributing to the development of some skills needed for reading, it is essential that the pupils be given a sequentially developed reading program. The teacher should remember it is not necessary for the child to complete each page of a particular text, but if he masters the skill, he should move on as rapidly as possible.

Content Areas

Although the development of language presents a real problem, the subject matter areas present an even more baffling one. There is no help to be found in the current publications; in fact most authors do not even relate to this problem. For example, consider the problem of preparing a curriculum for a child thirteen years of age who has been to school two years in Mexico. If this child is to work with his peer group in grade seven or eight, he must not only be able to communicate but he must have the skills taught in arithmetic, social studies, science, and formal English. He must learn not only the language of the various disciplines, but he must actually gain the understandings and skills taught at each grade level. It should be remembered that the pupil's maturity and level of aspiration may make it possible for him to work at a rapid rate.

There is an urgent need for curriculum materials which will give teachers direction in this area. For example, in arithmetic, units might be worked out in addition, subtraction, multiplication, division, common fractions, decimal fractions, ratio and proportion, per cent, and geometry. In each unit the language for that particular segment of subject matter could be presented. The chapter on addition might present the essential understandings learned in grade three and in following lessons the information for grades four, five, etc. In this way the teacher would know exactly how much content the pupil must know to be successful at a particular grade level.

The Mexican American child who has the skills and understandings in the content area could concentrate on the language of arithmetic or the language of social studies, in order to move into the regular classroom with peer groups.

Conclusion

The teaching of English as a Second Language is one of the most challenging problems facing educators today. Improvements should be recognized, experimental programs should be critically evaluated, and efforts should be made to initiate creative materials and techniques. Teachers should be aware of materials and methods that are being used with some success. Teachers, curriculum directors, and college professors must unite to provide programs which will give Mexican Americans fluency in English, pride in their own culture, and desire to become happy, useful, contributing citizens of the United States.

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PARTICIPANT HANDOUT NO. 5.1.4

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This publication may be purchased for $1.00 per copy from this agency with advance payment.

It is strongly recommended that a copy be secured for each Institute participant.

LINGUISTIC TERMINOLOGY

LINGUISTICS. The study of human speech: the units, nature, structure, and modifications of language, languages, or a language including especially such factors as phonetics, phonology, morphology, accent, syntax, semantics, general or philosophical grammar, and the relation between writing and speech.

PHONOLOGY. The science of speech sounds, including especially the history and theory of sound changes in a single language or in two or more related languages considered together for comparative purposes.

MORPHOLOGY. A study and description of word-formation in a language including inflection, derivation, and compounding.

SYNTAX. Sentence structure: the arrangement of word forms to show their mutual relations in the sentence.

SEMANTICS. The historical and psychological study and the classification of changes in the signification of words or forms viewed as factors in linguistic development and including such phenomena as specialization and expansion of meaning, meliorative and pejorative tendencies, metaphor, and adaptation.

PHONEMICS. A branch of linguistic analysis that consists of the study of phonemes and often includes a study of their allophones.

PHONETICS. The study and systematic classification of the sounds made in spoken utterance as they are produced by the organs of speech and as they register on the ear and on instruments.

PHONICS. A method of teaching beginners to read and pronounce words by learning the phonetic value of letters and letter groups.

PHONEME. The smallest unit of speech that distinguishes one utterance from another in all of the variations that it displays in the speech of a single person or particular dialect as the result of modifying influences.

PHONETIC ALPHABET. A set of symbols used for phonetic transcription.

MORPHEME. A meaningful linguistic unit containing no smaller meaningful parts; either a "free form" (as pin, child, load, pray) or a "bound form" (as the -s of pins, the -hood of childhood, and un- and -er of unloader, and the -ed of prayed).

GRAPHEME. The sum of all written letters and letter combinations that represent one phoneme.

SEGMENTAL PHONEMES. One of the phonemes of a language (as /k, a, t/ in cat, tack, act) that can be assigned to a relative sequential order of minimal segments.

LEVELS OF MEANING. Variations in signification and connotation which can be found in a single phrase or sentence, usually at different levels of grammatical structure. When it is difficult to disentangle the levels, the utterance is said to be ambiguous.

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PARTICIPANT HANDOUT NO. 6.5.1

PARAMETERS OF CULTURE*

Nelson Brooks

(Based on a talk entitled "Culture vs. Civilization" given at the Connecticut Foreign Language Teachers' Convention, New Britain, October 27, 1972.)

Our work in culture may be divided into four principal sections. These we can describe and work with separately, but we ought to think of them as proceeding simultaneously, like the parts in a four-voice fugue. The first is "Definition of Terms," the second "The Harvesting of Cultural Information," the third "Materials and Techniques for Teaching Culture," and the fourth "Tests for Measuring Student Programs." In this discussion there is time to talk about only one of these segments, but the pressing needs of the other three should be kept constantly in mind.

Under the heading "Definition of Terms" the first, the most persistent, the most critical matter is the simple question: What is culture? For a century now, both the scientists and the humanists have been clutching this word to their breasts, each group claiming it insistently as its own, but attaching quite different meanings to it. One group, following E. B. Tylor, says that culture is everything, while the other, following Matthew Arnold, insists that culture is the best of everything. Now, it can hardly be both! Faced with such a dilemma, logic turns away in dismay. Into this field of confusion enters the language teacher who would seriously like to know what culture is so that he may teach something about it to his students. We are often helped to a better understanding of what a thing is by being clear in our minds about what it is not, even though what it is not may be very closely related. Let us see if this approach can help us in our present inquiry.

We may begin by stating something quite obvious, that culture is not the same as geography. How could it be? The age of the earth is measured in billions of years, and culture is far, far younger than that. Again, culture is not the same as history. How could it be? History begins with written records, and these have not been in existence for more than about five thousands years. But we know that culture is far older than that. At this point you may ask, How old is culture? Well, we know quite precisely when it began, although we are not yet able to put a date on it. Culture began on the day that one of our ancient ancestors first started to use the symbol system we now call language to talk about

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something that wasn't there. This could have been between one and two million years ago. Whenever it was, it changed the course of our evolution radically, and it now seems clear that the development of the human brain and the development of the language must have gone hand in hand if that is an appropriate metaphor. Culture is as old as language.

Coming closer to the present day, we need to point out that culture is not the same as sociology, for the latter deals with groups and classes, statistics and data, norms and trends. The census is a good example of what sociology is all about. How many adults at this address? How many children? What is the annual income of the wage earner? How many bathrooms? Does the occupant own or rent? Etc. The focus of culture, on the contrary, is on the individual, the breathing, emoting person, with likes and dislikes, with beliefs and loyalties, and a peculiar, integral self. The sociologist seeks to know the measurable and recordable characteristics of the group, large or small, while the cultural anthropologists seek to know, first of all, the nature, the attitude, and the value system (always elusive) of the individual.

If the distinction between culture and sociology is sometimes difficult to discern, here is something even harder: the difference between culture and civilization. You might think that a dictionary definition would help. So, let us turn to the Random House Dictionary of the English Language, published in 1966. On page 270 we find under the headword Civilization, meaning number 3: "a type of culture; example: Greek civilization." Then on page 353, under the headword Culture, we find, meaning number 3: "a particular form or stage of civilization." The example given (you have guessed it): Greek culture. As so often happens, circularity leaves us just about where we started.

But the dictionaries do tell us that culture is an old word, quite as old as Modern English, whereas civilization is relatively new in our language, not appearing before the eighteenth century. Indeed, as late as 1772, Doctor Samuel Johnson was not willing to admit "civilization" as an English word. Would etymology help? Alas, not very much. For etymology takes both words back to a single Sanskrit root, KSHI, meaning to dwell. To make a long story short, etymology seems to say that culture means life affected by human life, and that civilization means life in a city.

In our search for a definition of terms, what are we language teachers to do with these two words, so that we may know what it is we are talking about? We have, I think, three options available to us. We can continue to do what many have been doing for some time, merely lump the two together in an inseparable unit: culture and civilization, and talk about

that. Another option is to deal with culture only and make no reference to civilization, simply leave it out. A third option, more difficult - and this is the one I have tried to elaborate in this talk - is to see what reasonable distinctions can be made between the two terms. Unless we are willing to do this, we shall very often not know what to look for, often take one thing for another, and in general miss out on a more accurate insight into the meaning of the target language that is really within our reach.

To make any progress at all, we shall have to establish some ground rules. The first is: English only. Considered here are the two English words "culture" and "civilization." Both these words have cognates in many languages on the continent of Europe, but the meanings of these cognates are excluded from this discussion. As they lie on the page, the English word and its cognate of course look much alike, yet their meanings may be exact opposites. If it should turn out that misunderstandings among us are the result of a case of galloping false cognate-itis, surely we, of all people, should be able to diagnose the difficulty and effect the cure.

Our second ground rule is as follows: One of these words is often used for the other, and vice versa, even by the best of writers - and this is frankly recognized. But in our present discussion this confusing practice is rigorously prohibited. Our third ground rule: For FL Teaching only. These comments and proposals are shaped toward use in the teaching of foreign languages. Possible applications in the wider fields of literature, the humanities and science are left aside.

Since the dictionaries appear unable to help us, let us try our own hand at defining our terms.

CULTURE. Culture is the distinctive life-way of a people, whether tribesman, townsmen or urbanites, who are united by a common language. The dual nature of culture links the thoughts and acts of the individual to the common patterns acceptable to the group. The community provides rules and models for belief and behavior, and these cannot be disregarded by the individual without penalty. The totality of the culture is the pervading medium that gives meaning to each individual's acts, yet his capacity for innovation, choice and rejection is never lost sight of.

CIVILIZATION. Civilization is the flowering of the cultural life-way of a people into varied and refined patterns of thought, belief, action and esthetic expression which offer wide scope for the perfecting of individual talent and for involved and highly integrated achievement through joint communal effort. Grafted upon culture, civilization tends to enrich the existence of all members of the community, but it also tends to permit the exploitation of the weak by the strong.

I have deliberately tried to make these definitions as compact, as fierce and as bloodless as the usual scientific definition is supposed to be. But there are more relaxed, more amiable and less forbidding descriptions of our two terms that the reader may find congenial and useful. First, AN ANALOGY: Culture is the root, the stem and the branch, while civilization is the branch, the leaf and the blossom. The interdependence of culture and civilization is unquestioned, but their discernible differences are too fundamental to be disregarded. FURTHER DISTINCTIONS: Civilization is a configuration assumed by the patterns of culture, achieved slowly and with difficulty, and easily lost. (Consider the guns of August, 1914.) It is characterized by a masculine dynamism, strength, inventiveness and ambition, and by a feminine penchant for orderliness, taste, decency and decorum. Whereas CULTURE has no other opposite than death and annihilation, CIVILIZATION has a most real opposite: barbarism and savagery. War, cruelty, crime and hypocrisy, whether manifested by a group or individual, are admittedly cultural, but we cannot call them civilized. CULTURE accompanies us as constantly as the air we breathe; CIVILIZATION is a height we rise to, a stance we assume from time to time and maintain as best we can. CULTURE relates us to our environment, to our animal life, and to each other; CIVILIZATION encourages us toward gentility, refinement, higher aspiration. CULTURE establishes our emotional bonds, our beliefs and our prejudices, and imposes patterns to which we are pressured to conform. CIVILIZATION sanctions freedom of thought and expression and urges a relaxation of too limiting restraints.

With these definitions and distinctions in mind, we may now proceed with our search. But we must remember that the elements of culture are not countable or measurable as are the inhabitants of a town or the tax dollars on real estate. In fact, as Clyde Kluckhohn points out, we do not actually see culture at all, any more than we see the wind. What we see are its effects. Where are we to look for the expression and the totality of these effects? How can we provide a reliable general impression? This may be done by seeking out salient points in personal thought and behavior at which the effects that are of interest to us become discernible. The features they present will soon become apparent. Such an inventory as the one given herewith could scarcely be satisfying to specialists in the field of cultural anthropology, yet it can presume to provide a useful and reasonable perspective for the needs of the language learner.

These salient points I propose to call PARAMETERS. A brief explanation will make our use of this word clear. A PARAMETER is a constant that has a given value in one context but a different one in

another. A good way to grasp our meaning of "parameter" is to consider the musical note A above middle C as written in the treble clef. This note, when played on the piano, produces one result, when played on the violin, a different one, and when sung by the human vioce, still another. Yet the pitch, 440 cycles per second, remains the same. The PARAMETERS listed herewith are important focal points in the thought and life of all the communities we study, but their expression will differ according to the culture being observed. We have, therefore, a single instrument that can be employed in many quite different situations.

Like language itself, culture is a double-ended nexus witn an individual at one end and the social group at the other. Because of this, we need to keep in mind the various social institutions to which the individual relates. Thus we can discern the interplay of forces that makes each person into what he is. Our first list contains 25 Parameters of Culture, with emphasis upon the individual. This emphasis is, of course, congenial to the language teacher. For, apart from singing and speaking in chorus (we do relatively little of this as the weeks go by), the production of language is an individual act, though related in the most absorbing way with the effect our words have upon the person or persons addressed. But we also provide a list of 25 Parameters of Civilization, to take into account the social institutions that each of us is bound to encounter. Our next task is to look closely at these parameters to see what each of them may contain.

PARAMETERS OF CULTURE (Emphasis on the Personal)

1. PRESENCE How we appear, how we move about, what we sound like (regardless of what we are wearing or what we are saying) may be termed presence. Poise, glance, angle of chin, gait, voice quality, smile, laughter, all are highly personal matters, yet they are to a great extent affected by the culture in which we live and our position in it.

2. LANGUAGE Language makes culture possible. Born with the capacity for language, the infant is able to learn it only through contact with those who already know it; it soon becomes and remains an inseparable part of himself. A person's place in his culture depends in great part upon his knowledge of and his use of language.

3. GESTURE Bodily movements, as of the head or hands, frequently accompany and reinforce speech and often are used alone. The meaning of gestures, like that of language, is specific to the culture in which they occur.

4. TIME CONCEPT Every culture has traditional ways of measuring time: these, after language, comprise one of the earliest learnings. Whether or not the individual is ahead of time or on it or behind it generally relates to the importance attached to this concept in his culture.

5. SPACE CONCEPT One aspect of the space concept concerns the place of our birth and childhood and the location of our established home. Cultural patterns tend to respect and encourage this tie between self and land. Another such aspect is the distance, small or great, between persons in friendly dialogue. This distance, specific to a given culture, is learned without awareness when very young.

6. BONDING Ties that bind a person to his family, to his friends, to mates of many kinds: class-, team-, room-, soul-, and others, to religion, to political party, to the home land - all these are found at the very core of culture. Bonding begins at birth and continues throughout life. Said Ruth Benedict: "Culture is that which binds men together."

7. LEARNING Learning may be formal or informal. Although to a great extent artificial, formal learning is directly related to the refinement of culture into the high civilization we know and of which we are a part. Learning of both kinds enables the individual in the shortest possible time to understand, to become competent in and to take his place in his culture.

8. HEALTH Health, or soundness of mind and body, is both a personal and a public affair. From the commonest greetings to the most advanced medical research, concern for health is an enduring preoccupation.

9. RESILIENCE Personal recovery from adversity, from the shocks that flesh is heir to, is a reaction for which culture affords substantial and creative patterns, illustrating the interplay of self and society.

10. SPIRIT Basically, spirit may be taken as the conscious awareness of being alive. Spirit is no doubt the ultimate inner mystery for every person, but the terms of its possible understanding are furnished by his culture.

11. PLAY AND LEISURE Play is not only exercise for recreation or diversion. It is also a way for the young to learn their part in the intricate mazes of culture. Ways of spending leisure time, when

one is freed from the demands of work or labor, are generously patterned by and are very characteristic of a given culture.

12. ETHICS Knowledge of what is right and wrong in human conduct is not innate but is learned by each person in contact with the culture about him. Models for honesty, fair play, principles, and moral thought and practice surround him, with which he is expected to comply.

13. ESTHETICS No culture fails to provide for the expression of beauty and for pleasure in observing it. In literature, both oral and written, in painting, in music, in architecture, in the dance (apparently the oldest of the arts), man has sought gracefulness of gesture and line, harmony of color and sound, depth of feeling and nobility of idea. Ideals of beauty differ, often greatly, and the talent for its expression is unevenly shared. Yet the universal human delight in refinement of rhythm, color, mood and thought is not to be denied.

14. VALUES Values imply alternatives, comparison and preference. Given man's nature and his ability to symbolize, the options available to him seem to be innumerable. Values can be both positive and negative: cleanliness, freedom, education, or cruelty, crime, blasphemy. Values are manifest in ideals, in customs, and in institutions; they underlie ethics and esthetics. In no other area is the individual more sensitive to the models offered by his culture than in values.

15. RELIGION Religion is always to be found at the base of social structure. Every child begins his encounter with the divine and the supernatural very early in life. No matter how his reactions to these may change and modify as he grows older, religion will continue to have a distinct effect upon his thought and action.

16. HEROES AND MYTHS Typical of any culture are its unique heroes who are known to everyone. Typical also are its myths, traditional or legendary stories about supposed beings or events, dealing with the creation of the world and of man.

17. SEX ROLES Awareness of whether one is boy or girl comes early in life and deepens as the years go by. The kind of life each of us leads is largely decided by sex. Although food, books and music, for example, are virtually the same for everybody, this cannot be said of clothing or language or careers. How each individual views, understands, relates to and esteems the other sex is a matter of inner tendency and cultural codes of permission, expectation and requirement.

18. TABU There are places to which one may not go, words one may not say, gestures one may not make, articles of clothing one may not wear (or fail to wear) on pain of strong disapproval or severe punishment - these are tabu. Of course, tabus can be deliberately broken; this is the cheapest way to draw attention to oneself. Repeated violations can weaken a tabu. But the original force behind a tabu was very strong; a supernatural power was sure to punish. Today tabus are still to be reckoned with in any culture.

19. GROOMING Clothing, hair style, shaving, cosmetics, ornaments, uniforms and the like are personal variables that relate to age, sex, occasion, time of day, weather, occupation and social status. Culture formulates and dictates these, permitting personal preference only within limits that are clearly established.

20. OWNERSHIP Ownership is of the essence to the individual. To have what is one's own, whether it is an idea or an emotion, a privilege or a thing, is of great importance to the self. Cultural patterns have a strong influence over the posession of rights and properties as well as of loyalties and beliefs.

21. SUBSISTENCE Food, drink, sleep, shields against the weather and protection against destroyers small and great - these are the essentials of life. A prime factor in culture is to provide these for the individual in infancy and childhood, then to expect him to assume responsibility for them as he matures and, in his turn, to aid in supplying them for the next generation. How this is accomplished is a most characteristic feature of any culture.

22. PRECEDENCE Who leads, who follows and in what order, who has the first choice, who takes what is left, who is oldest, strongest, brightest, most important, most imposing, most beautiful, most popular, most honored - all these questions must find an answer whether at a doorway, a dinner, a beauty contest, or an election. Culture tends to establish fixed patterns for these circumstances in which the individual assumes his relative position.

23. CEREMONY Ceremonies have long been immensely popular with human beings; culture prescribes the manner in which they are to be performed. What the individual is to say, wear, and do tends to be fixed, whether at a wedding, a graduation, a funeral, a religious service, or a new year's celebration.

24. REWARDS AND PRIVILEGES A reward is a recompense for merit, service, or achievement. A privilege is a legal or personal

advantage gained by birth, social position, effort or concession. Rewards and privileges are closely linked with motivation and have a wide cultural range, from a gold star in kindergarten to a Nobel prize.

25. RIGHTS AND DUTIES This concept formalizes the relationship of the individual to the group, stating what each expects of the other in terms of such things as the vote, taxes, licenses, military service, financial and legal rights and obligations, the demands that each person must meet and the protection he may expect in return.

Having outlined the foregoing Parameters of Culture in which the emphasis is upon the individual, we now parallel these with a comparable list of Parameters of Civilization in which the focus is upon institutions which the individual directly encounters. For each, a short list of important features is given.

PARAMETERS OF CIVILIZATION (Emphasis upon the Institution)

1. EDUCATION Schools, colleges, and universities - public and independent. Curricula, texts, tests, examinations, diplomas, degrees. Teaching staff. Buildings. Authority and control. Cost.

2. CHURCH Organization of different faiths. Places of worship. Religious education. Role of churches in society.

3. POLITICS Political parties. Platforms. Selection of candidates. Elections.

4. GOVERNMENT Structure: legislative, judicial, administrative. Local, regional and national government. Civil service. Foreign and domestic affairs.

5. MILITARY Services: army, navy, air. Conscription. Relations of military to civilian government.

6. LAW COURTS Legal canon. Hierarchy of courts. Judges and lawyers. Trials, juries, sentences.

7. POLICE Federal and national police. Militia. Local police. Law enforcement.

8. BUSINESS AND TRADE Corporations, companies, stores, shops. Wholesale and retail. Management and unions. Advertising.

9. INDUSTRY Heavy and light industries. Raw materials and finished products. Plants, power and fuel. Manufacture and distribution.

10. BANKS AND MONEY Types of banks. Types of accounts. Currency system. Loans and interest.

11. THEATRE CINEMA DANCE Places of performance. Training of personnel. Composition of plays, scripts, choreography. Attitude of public.

12. LITERATURE Various genres. Literature past and present. Forms and availability of books. Role of literature in education. Status of the writer. Attitude of public.

13. MUSIC AND ART Modes: classical, popular, folk. Composers, painters, performers. Concerts and shows. Attitude of public.

14. MUSEUMS AND EXHIBITS Types of museums. Schedules. Displays of historical and artistic objects. Displays of handiwork in arts and crafts.

15. HISTORICAL MONUMENTS Ancient buildings and locations designated and preserved for public inspection.

16. SOCIETY The fashionable or artisitc portion of a community considered as a class. Their attitudes, manner of life, etc. Standards of courtesy, deportment, elegance. Relations with other classes in the social order.

17. PRINTED WORD Books, magazines, newspapers, periodicals, reports - all forms of printed matter available for distribution to the public.

18. BROADCASTING Radio and television. Availability. Character and control of programs.

19. SPORTS AND PUBLIC RECREATION Public buildings and facilities for sports. Zoos, parks, lakes, shores, reservations, etc., for public use.

20. HOSPITALS AND PRISONS Hospitals and public health. Prisons and jails.

21. COMMUNICATION Mail, telephone, telegraph, cable, radio. Service and control.

22. TRANSPORTATION Automotive, rail, air, boat, vehicular.

23. TAXES AND INSURANCE Types of taxes: sales, income, property, inheritance, etc. Kinds of insurance: life, fire, property, accident, theft, etc.

24. TECHNOLOGY The range of mechanical contrivances from gadgetry to rocketry. The proliferation of technical artifacts and procedures in daily life.

25. ECOLOGY Balance in the biosphere. Food chains from plankton to man. Purity and pollution in the environment.

Using the Parameters. The foregoing lists may be of service in the following ways:

1. As an introduction (for teachers and students alike) to what the study of culture is all about.
2. As check lists in the writing of materials, the outlining of courses, and the preparation of individual classes.
3. As a means of estimating the cultural content of a language text, a reading text, or of materials designed expressly for cultural studies.

One may now ask why so much emphasis has been given in this discussion to the root and the stem (to go back to our metaphor) and so little to the leaf and the blossom. The answer does not reflect the relative importance of the two, but is rather this: The institutional side of societal life is fairly easy to get at, is generally well treated in cultural studies, and is quite within the awareness of nearly everybody. The personal side of culture, on the contrary, continues to remain elusive, is often deeply hidden from the community members themselves, and its study by us still remains unsystematic. Yet this aspect of culture is absolutely basic to an understanding of what makes a Russian a Russian, an Indian an Indian, or a Yankee a Yankee. Above all, it is replete with the kind of information most likely to catch and retain the attention of our students.

Participant Handout No. 6.5.2

Teacher's Notebook in Modern Foreign Languages, Spring 1966, "Culture and Language Instruction" by Nelson Brooks.

This is an article published by Harcourt, Brace and World School Department, 757 Third Avenue, New York, N. Y. 10017. A limited number of copies of this article may be secured from the Office of International and Bilingual Education, Texas Education Agency, Austin, Texas, or from

David L. Burton
Field Manager, Texas
Harcourt Brace Jovanovich, Inc.
School Department
4640 Harry Hines Blvd.
Dallas, Texas 75235

or

7705 Shoal Creek Blvd.
Austin, Texas 78757

PARTICIPANT HANDOUT NO. 7.2.1
INTERACTION ANALYSIS

Interaction analysis is a system of arbitrary categories used to objectively quantify specific classroom behaviors of teachers and students engaged in the instructional process. A series of classroom behaviors, thought to be inclusive or representative of something very specific, is identified in advance. The categories represent things that teachers and students do during the instructional sequence. With a category system in hand, an observer, either in the live setting or with a recording of live session, counts the number of times the various participants engage in the behaviors of his category system. Notations are usually recorded as tally marks and may be keyed to a time sequence (i.e.) every three seconds) or any interaction sequence (i.e. only recording specific items).

At the conclusion of such a recording session, an analysis is made of the data. Through simple tabulation, it can be determined that a teacher asked 42 questions, scolded four times, praised 12 times, etc...Following the summation, percentages can be determined that specify the portion of the lesson that was devoted to each category in the system. A typical result might be that of all tallies recorded, 21 percent appeared in the area of classroom management and 17 percent was teacher lecture.

After determining percentages, the teacher is then able to reflect on the findings. He can ask himself whether or not he intended to perform as the results indicated or whether it just happened unintentionally. He can ask himself if he would like to alter his interaction so as to increase certain percentages and/or decrease others. If he makes "decisions to change a certain pattern, he is able to do so on the basis of objective data, and then compare analyses of subsequent lessons to determine if he had achieved his objective.

Darryl R. Townsend

PARTICIPANT HANDOUT NO. 7.2.2
SYSTEM FOR CODING INTERACTION WITH MULTIPLE PHASES
(SCIMP)

Coding System

CATEGORY 1 - Teacher aks a question. This includes occasions when a teacher asks a question and expects an answer to be given. This pertains to content material or personal concerns.

Example: Where is India?

What color is your dress?

How much is 2 and 2?

This category does not include questions that are intended to be disciplinary. Example: "Why don't you shut up?" (See Category 3). This category does not include questions that are intended to praise. Example: "Has anyone ever seen such a beautiful picture?" (See category 2)

CATEGORY 2 - Teacher accepts, praises, rewards, or compliments a student or a student response. This includes repeating a student answer for purposes of accepting. It includes all comments, statements or questions that are intended to make the student feel good.

Example: What a good job.

Very good.

(Student answers a question by saying, "The boy in the middle" and the teacher says, "The boy in the middle," wasn't that well done?

CATEGORY 3 - Teacher rejects, opposes, ridicules, a student or a student response. Teacher denies something to a student. Teacher justifies her own authority, corrects student behavior or handles other disciplinary matters or classroom management.

Example: You are sure being noisy. That's a silly answer.

You may not.

Why would you say a dumb thing like that?

Because I said so! We'll do it my way.

CATEGORY 4 - Other teacher talk. This includes all teacher talk that does not fall into the above categories. It includes statements defined a lecture, giving directions, answering questions (in yes or no form), giving information, idle comments, etc.

Example: O.K., let's get started.

The answer is (9).

It's sure hot in here.

Austin is the capital of Texas.

CATEGORY 5 - Student talk. This includes any comment, question, statement, response, etc., from a student. Anytime a student says anything. This category can include certain non-verbal responses like shaking one's head in answer to a question.

Example: What time is it?

I know; I know.

It is 3.

Sally is silly.

CATEGORY(__) - To be used when there is silence.

PARTICIPANT HANDOUT NO. 7.2.3
INTERACTION DIALOGUE

(Do not read answers in parenthesis during initial reading)

T: Who sees something red in the room? (1)

S: That shirt. (5)

T: Very good. (2) Are there other red things around? (1)

S: A fire engine. (5)

T: Is there a fire engine in here? (1)

S: No. (5)

T: A fire engine is certainly red though. (2)

T: Look around. (4) What do you see? (1)

S: The desk is red. (5)

T: That's not red. (3) Who knows what color the desk is? (1)

S: It's blue. (5)

T: No, No, No. (30 The desks are tan or beige. (4)

T: Now, what color were we looking for? (1)

S: Red. (5)

T: Add what things are red in the class? (1)

S: The flag and my dress and that thing over there. (5)

T: Very good, Elena. (2) That was super. (2)

T: Did you all see how she did that? (1)

T: Why can't the rest of you do that? (3)

T: Does anyone else have something? (1)

S: That thing on your desk is red. (5)

T: That's right. What else? (1)

S: (silence - no response) (__)

S: That's all there is. (5)

T: I see lots of other things. (4)

PARTICIPANT HANDOUT NO. 7.2.4

ANALYSIS MATRIX
A Look at the Interaction

After having coded a lesson, use the following outline to look at the data.

Totals

1. Total tallies in category 1 _____
2. Total tallies in category 2 _____
3. Total tallies in cateogry 3 _____
4. Total tallies in category 4 _____
5. Total tallies in category 5 _____
6. Total tallies in category (-) _____

7. Grand total - number of tallies _____

8. Total tallies minus category (_) _____

9. Total tallies of teacher talk (1,2,3 and 4) _____

Percentages

10. The percentage of category 1. (Category 1 ÷ grand total) ____%

11. The percentage of category 2. (Category 2 ÷ grand total) ____%

12. The percentage of category 3. (Category 3 ÷ grand total) ____%

13. The percentage of category 4. (Category 4 ÷ grand total) ____%

14. The percentage of category 5 (Category 5 ÷ grand total) ____%

15. The percentage of category(-) (Category(-) grand total) ____%

16. The percentage of teacher talk total tallies
teacher talk (1,2,3,4) (line 9) ÷
total tallies minus category (-) (line 8) = _____%

17. The percentage of student talk (line 5) ÷ (line 8) = _____%

REFLECTION

18. Which category (1-5) had the largest percentage? ____

19. Was that intended? _____

20. What category (1-5) had the smallest percentage? ____

21. Was that intended? _____

22. Did the teacher or the students talk the most? _____

23. Was that intended? _____

24. Are there any cultural implications in these findings? If so, what?

PARTICIPANT HANDOUT NO. 7.2.5

Interaction Worksheet

Directions: In the space to the right of each line, place the number that corresponds to the behavior being represented. Use the numbers 1, 2, 3, 4, 5 and (__). Some lines may have more than one number. Example: What color is this 1

T: All right, lets get started. ____

T: Billy, will you be quiet? ____

S: I wasn't doing nothing. ____

T: Just be quiet. ____

T: Today we are going to find ways in which things are different and alike. ____

T: Who can tell ways in which this boy and man are alike? ____

S: They are both people. ____

T: That's right. What else? ____

S: They both have two arms. ____

T: That's what I like Terry. ____

T: That was a very good answer. ____

T: Who has another answer? ____

S: (no response) ____

T: Come on. Think. ____

S: They both have eyes, feet, hands and ears. ____

T: Excellent, Victor. ____

T: Do you see how Victor answered that so well? ____

T: Now I want you all to count the ways that this man and this boy are alike. ____

S: (no response) ____

T: How many have more than two ways? ____

S: (raise of hands) ____

Interaction Worksheet continued

T:	That's good. Who has more than five ways?	____
S:	I have 10.	____
T:	Please wait your turn.	____
T:	Who has more than 5?	____
S:	I do. I do.	____
T:	O.K. Put your hands down.	____
T:	You did very well, most of you.	____
T:	I wish that back section would say more.	____
T:	Now, open your books.	____
S:	Is it time for recess?	____
T:	Not yet.	____

Total number of tallies _____

Category totals 1_____; 2_____; 3_____;

4_____; 5_____; (__)_____.

Total number of teacher tallies (1 + 2 + 3 + 4) _____

Student tallies _____

PARTICIPANT HANDOUT NO. 7.3.1
INTERACTION LESSON PLAN

Kind of lesson (skill, discussion, lecture, etc.) _____

Subject matter or skill area _____

Number of children _____

Length of lesson _____

The one particular area I want to work on is _____

_____

_____

This will mean I will try to have more tallies in categories

_____ _____

A typical interaction sequence might be as follows: _____

_____

_____

_____

One thing I want to try not to do is: _____

_____

_____

This means we'll try to have tallies in categories _____,_____,
but not in so many in categories _____,_____.

A typical interaction sequence to avoid might be as follows:_____

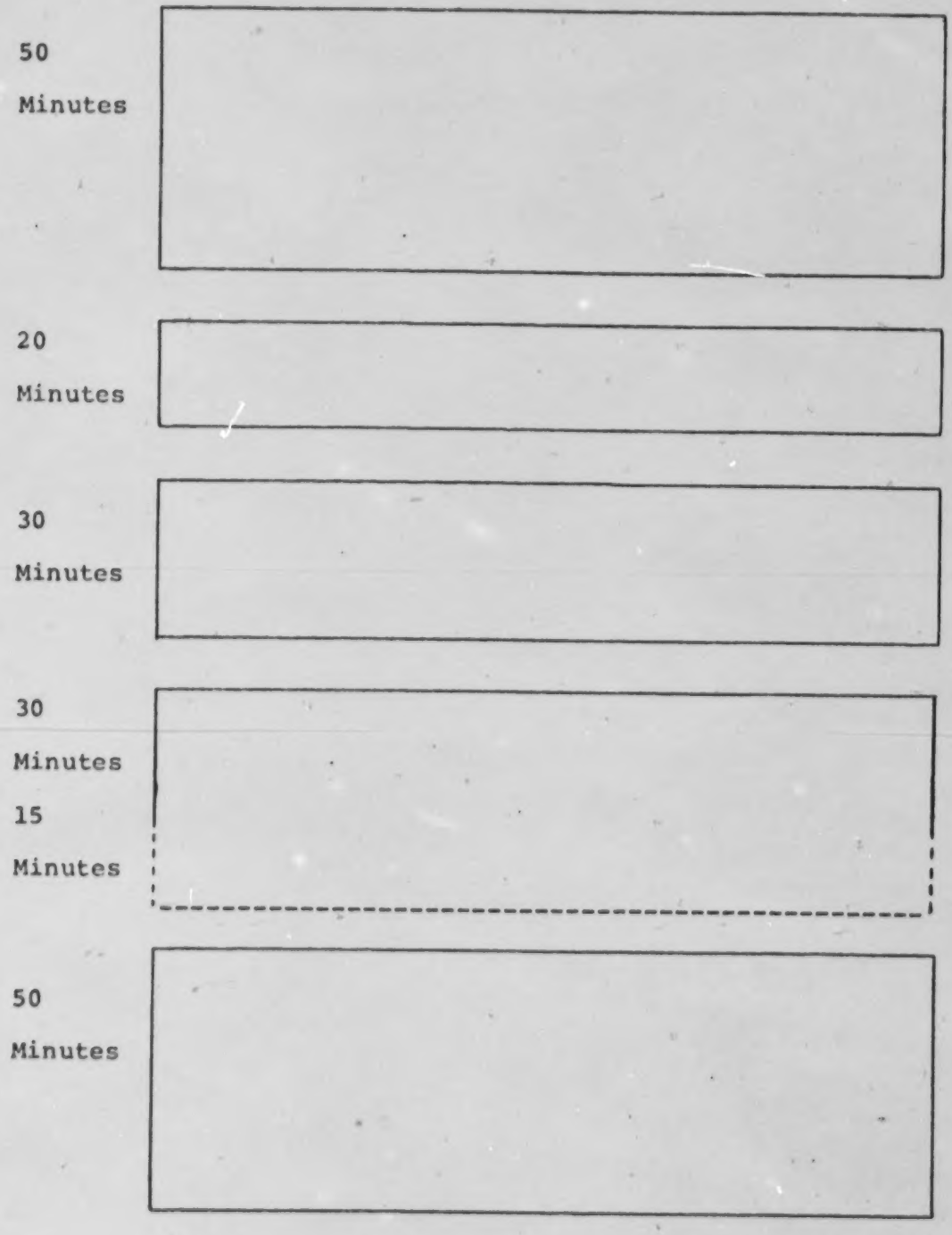
_____

_____

Goals: I will have at least _____tallies in category_____
I will have no more than_____tallies in category_____

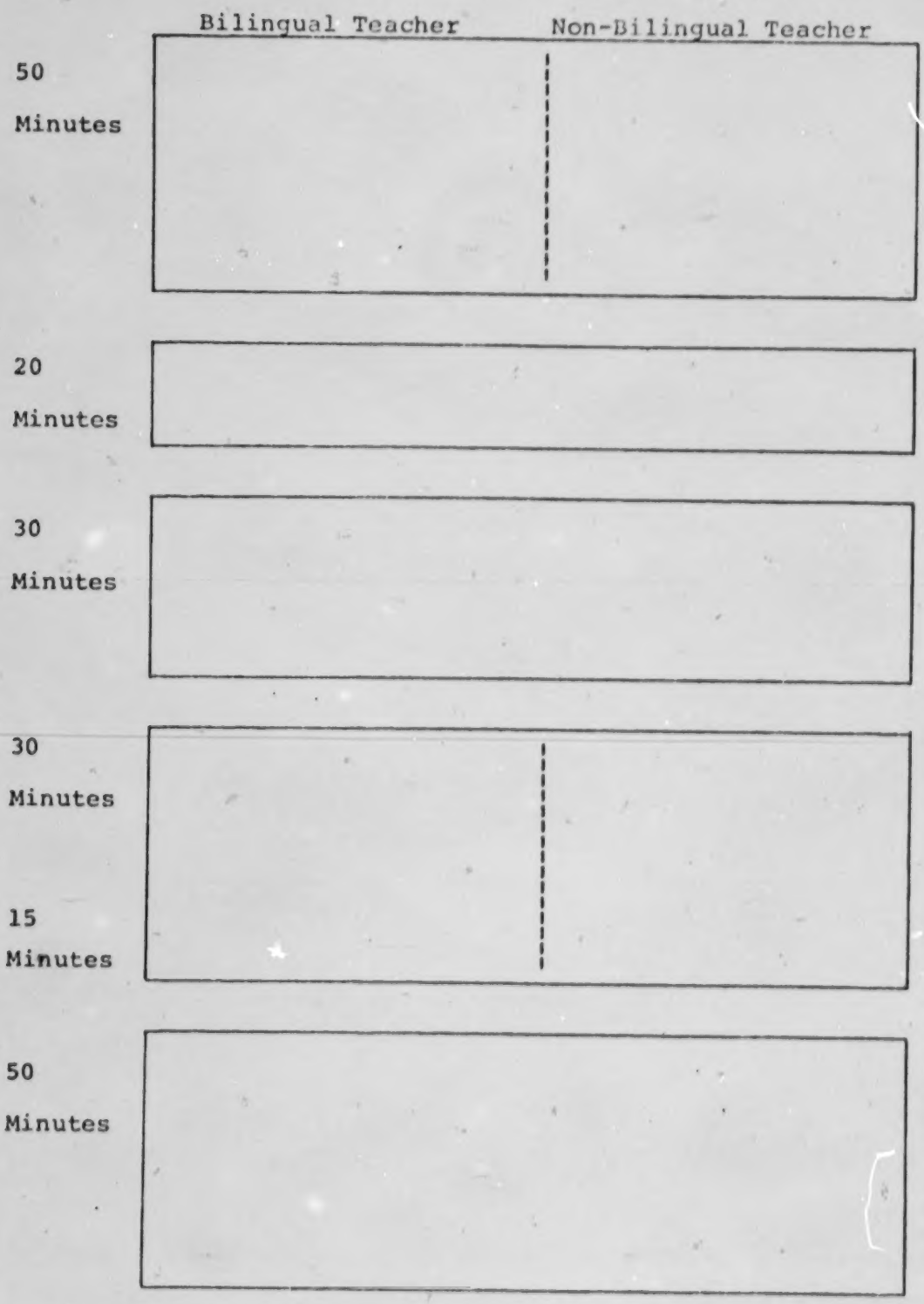
Notes or comments:

Self-Contained
Bilingual Teacher



-Copies made of this for handout I (No. 8.1.1)

Teamed Classroom
Bilingual and Non-Bilingual Teacher



- Copies made of this for handout II (No. 8.2.1)

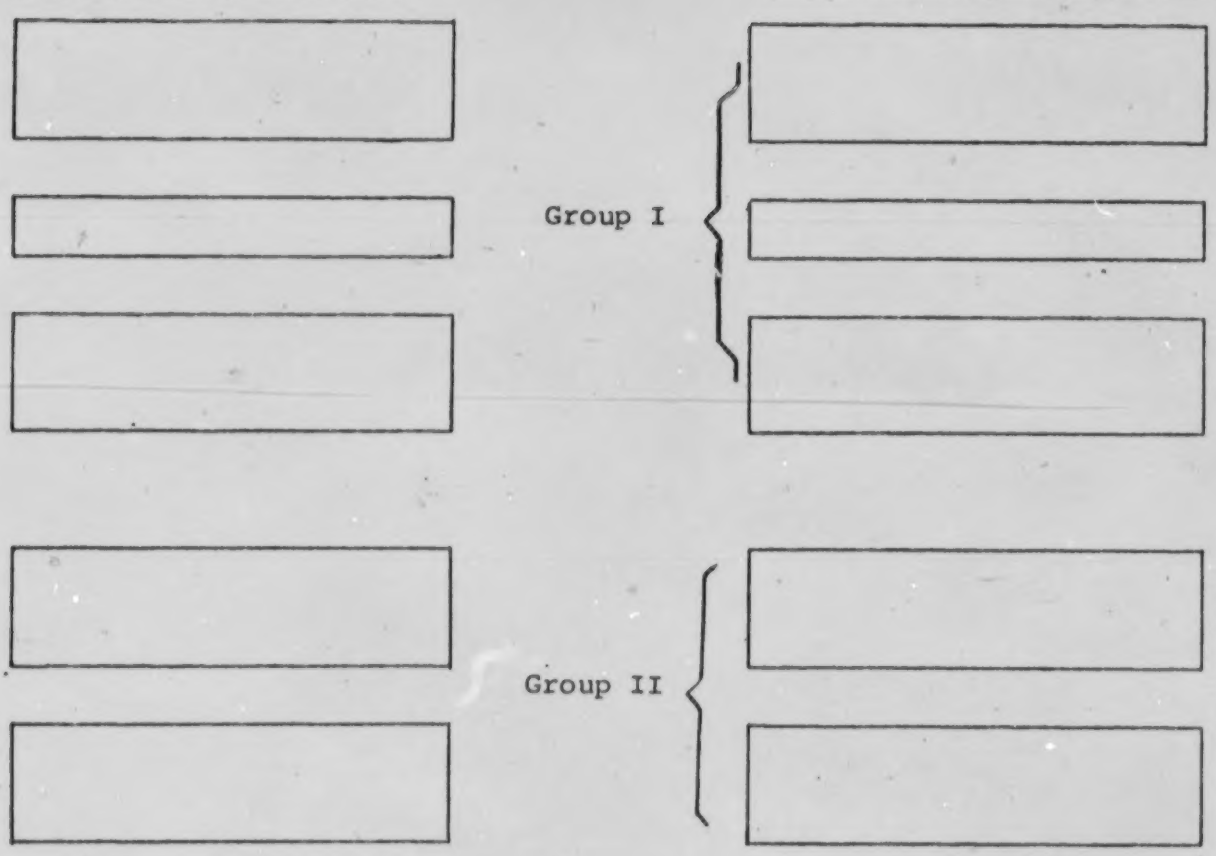
Resource Teacher

Classes:

A	English dominant	_____		Spanish dominant	_____	
B	"	"	_____	"	"	_____
C	"	"	_____	"	"	_____
D	"	"	_____	"	"	_____
E (Bilingual Teacher)	"	"	_____	"	"	_____

Regular Class Schedule

Resources Teacher Schedule



Copies made for handout III (No.8.3.1)

Student Materials Evaluation Form

Student: _____

Material Used: _____

Date: _____

Circle the face which shows how you feel about this material.

Participant Handout No. 9.1.1

PARTICIPANT HANDOUT NO. 10.2.1
PARTICIPANT EVALUATION FORM

Note to the Instructor:

This is the same form which was passed out during Activity 1.1, "Teacher Training Institute Objectives."

Instructor Reference No. 101

Institute Evaluation

Note to the Instructor: Please make two copies of this form. Complete the first copy by writing in your own reactions and perceptions. Have the second copy on hand during Activity No. 10.1 and ask the chairperson to record the reactions and perceptions of the participants.

Name of Instructor _____

Date of Workshop _____

Address of Workshop Site _____

No. Bilingual Teachers Participating _____

No. Monolingual Teachers Participating _____

Instructor Copy _____ Participant Copy _____

1. Please list problems encountered with topics covered in the institute in the left hand column and alternative solutions for these problems in the right hand column.

Problems	Suggested Remedial Measure
Example: Did not understand SCIMP Instrument	More drill with SCIMP

2. List topics not covered which should have been included.

3. List topics which need further treatment during local preservice or in-service workshops.

4. List unanswered questions regarding the bilingual classroom. Refer to questions voiced during Activity 1.1.

5. List possible topics for individual project study.

6. List the weaknesses of the institute. Please specify the corresponding numbers of activities for each item.

7. List the strengths of the institute.

8. List other concerns related to the way the institute was conducted.

Your comments are appreciated. They will be used to improve Bilingual Teacher Training Institutes held in the future.

APPENDIX B

INSTRUCTOR REFERENCES

BILINGUAL EDUCATION ACT

Title VII, Elementary and Secondary Education Act of 1965,
As Amended in 1967
Public Law 90-247, January 2, 1968

SHORT TITLE

Sec. 701. This title may be cited as the "Bilingual Education Act."

DECLARATION OF POLICY

Sec. 702. In recognition of the special educational needs of the large numbers of children of limited English-speaking ability in the United States, Congress hereby declares it to be the policy of the United States to provide financial assistance to local educational agencies to develop and carry out new and imaginative elementary and secondary school programs designed to meet these special educational needs. For the purposes of this title, "children of limited English-speaking ability" means children who come from environments where the dominant language is other than English.

(20 U.S.C. 880b) Enacted Jan. 2, 1968, P.L. 90-247, Title VII, sec. 702, 81 Stat. 816.

AUTHORIZATION AND DISTRIBUTION OF FUNDS

Sec. 703. (a) For the purposes of making grants under this title, there is authorized to be appropriated the sum of $15,000,000 for the fiscal year ending June 30, 1968, $30,000,000 for the fiscal year ending June 30, 1969, and $40,000,000 for the fiscal year ending June 30, 1970.

(b)In determining distribution of funds under this title, the Commissioner shall give highest priority to States and areas within States having the greatest need for programs pursuant to this title. Such priorities shall take into consideration the number of children of limited English-speaking ability between the ages of three and eighteen in each State.

(20 U.S.C. 800b-1) Enacted Jan. 2, 1968, P.L. 90-247, Title VII, sec. 702, 81 Stat. 816.

USE OF FEDERAL FUNDS

Sec. 704. Grants under this title may be used, in accordance with applications approved under section 705, for–

(a)planning for and taking other steps leading to the development of programs designed to meet the special educational needs of children of limited English-speaking ability in schools having a high concentration of such children from families (A) with incomes below $3,000 per year, or (B) receiving payments under a program of aid to families with dependent children under a State plan approved under title IV of the Social Security Act, including research projects, pilot projects designed to test the effectiveness of plans so developed, and the development and dissemination of special instructional materials for use in bilingual education programs; and

(b) providing preservice training designed to prepare persons to participate in bilingual education programs as teachers, teacher-aides, or other ancillary education personnel such as counselors, and inservice training and development programs designed to enable such persons to continue to improve their qualifications while participating in such programs; and

(c) the establishment, maintenance, and operation of programs, including acquisition of necessary teaching materials and equipment, designed to meet the special educational needs of children of limited English-speaking ability in schools having a high concentration of such children from families (A) with incomes below $3,000 per year, or (B) receiving payments under a program of aid to families with dependent children under a State plan approved under title IV of the Social Security Act, through activities such as–

(1) bilingual education programs;

(2) programs designed to impart to students a knowledge of the history and culture associated with their languages;

(3) efforts to establish closer cooperation between the school and the home;

(4) early childhood educational programs related to the purposes of this title and designed to improve the potential for profitable learning activities by children;

(5) adult education programs related to the purposes of this title, particularly for parents of children participating in bilingual programs;

(6) programs designed for dropouts or potential dropouts having need of bilingual programs;

(7) programs conducted by accredited trade, vocational, or technical schools; and

(8) other activities which meet the purposes of this title.

(20 U.S.C. 880b) Enacted Jan. 2, 1968, P.L. 90-147, Title VII, sec. 702, 81 Stat. 816.

APPLICATIONS FOR GRANTS AND CONDITIONS FOR APPROVAL

Sec. 705. (a) A grant under this title may be made to a local educational agency or agencies, or to an institution of higher education applying jointly with a local educational

agency, upon application to the Commissioner at such time or times, in such manner and containing or accompanied by such information as the Commissioner deems necessary. Such application shall--

(1) provide that the activities and services for which assistance under this title is sought will be administered by or under the supervision of the applicant;

(2) set forth a program for carrying out the purpose set forth in section 704 and provided for such methods of administration as are necessary for the proper and efficient operation of the program;

(3) set forth a program of such size, scope, and design as will make a substantial step toward achieving the purpose of this title;

(4) set forth policies and procedures which assure that Federal funds made available under this title for any fiscal year will be so used as to supplement and, to the extent practicable, increase the level of funds (including funds made available under title I of this Act) that would, in the absence of such Federal funds, be made available by the applicant for the purposes described in section 704, and in no case supplant such funds;

(5) provide for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement of and accounting for Federal funds paid to the applicant under this title;

(6) provide for making an annual report and such other reports, in such form and containing such information, as the Commissioner may reasonably require to carry out his functions under this title and to determine the extent to which funds provided under this title have been effective in improving the educational opportunities of persons in the area served and for keeping such records and for affording such access thereto as the Commissioner may find necessary to assure the correctness and verification of such reports;

(7) provide assurance that provision has been made for the participation in the project of those children of limited English-speaking ability who are not enrolled on a full-time basis; and

(8) provide that the applicant will utilize in programs assisted pursuant to this title the assistance of persons with expertise in the educational problems of children of limited English-speaking ability and make optimum use in such programs of the cultural and educational resources of the area to be served; and for the purpose of this paragraph, the term "cultural and educational resources" includes State educational agencies, institutions of higher education, non-profit private schools, public and non-profit private agencies such as libraries, museums, musical and artistic organizations, educational radio and television, and other cultural and educational resources.

(b) Applications for grants under title may be approved by the Commissioner only if--

(1) the application meets the requirements set forth in subsection (a);

(2) the program set forth in the application is consistent with the criteria established by the Commissioner (where feasible, in cooperation with the State

educational agency) for the purpose of achieving an equitable distribution of assistance under this title within each State, which criteria shall be developed by him on the basis of a consideration of (A) the geographic distribution of children of limited English-speaking ability, (B) the relative need of persons in different geographic areas within the State for the kinds of services and activities described in paragraph (c) of section 704, and (C) the relative ability of particular local educational agencies within the State to provide those services and activities;

(3) the Commissioner determines (A) that the program will utilize the best available talents and resources and will substantially increase the educational opportunities for children of limited English-speaking ability in the area to be served by the applicant, and (B) that, to the extent consistent with the number of children enrolled in nonprofit private schools in the area to be served whose educational needs are of the type which this program is intended to meet, provision has been made for participation of such children; and

(4) the State educational agency has been notified of the application and been given the opportunity to offer recommendations.

(c) Amendments of applications shall, except as the Commissioner may otherwise provide by or pursuant to regulations, be subject to approval in the same manner as original applications.

(20 U.S.C. 880b-3) Enacted Jan. 2, 1968, P.L. 90–247, Title VII, sec. 702, 81 Stat. 817.

PAYMENTS

Sec. 706. (a) The Commissioner shall pay to each applicant which has an application approved under this title an amount equal to the total sums expended by the applicant under the application for the purposes set forth therein.

(b) Payments under this title may be made in installments and in advance or by way of reimbursement, with necessary adjustments on account of overpayments or underpayments.

(20 U.S.C. 880b–4) Enacted Jan. 2, 1968, P.L. 90–247, Title VII, sec. 702, 81 Stat. 819.

ADVISORY COMMITTEE

Sec. 707. (a) The Commissioner shall establish in the Office of Education an Advisory Committee on the Education of Bilingual Children, consisting of nine members appointed, without regard to the civil service laws, by the Commissioner with the approval of the

Secretary. The Commissioner shall appoint one such member as Chairman. At least four of the members of the Advisory Committee shall be educators experienced in dealing with the educational problems of children whose native tongue is a language other than English.

(b) The Advisory Committee shall advise the Commissioner in the preparation of general regulations and with respect to policy matters arising in the administration of this title, including the development of criteria for approval of applications thereunder. The Commissioner may appoint such special advisory and technical experts and consultants as may be useful and necessary in carrying out the functions of the Advisory Committee.

(c) Members of the Advisory Committee shall, while serving on the business of the Advisory Committee, be entitled to receive compensation at rates fixed by the Secretary, but not exceeding $100 per day, including travel time; and while so serving away from their homes or regular places of business, they may be allowed travel expenses, including per diem in lieu of subsistence, as authorized by section 5703 of title 5 of the United States Code for persons in the Government service employed intermittently.

(20 U.S.C. 880b–8) Enacted Jan. 2, 1968, P.L. 90–247, Title VII, sec. 702, 81 Stat. 819.

LABOR STANDARDS

Sec. 708. All laborers and mechanics employed by contractors or subcontractors on all minor remodeling projects assisted under this title shall be paid wages at rates not less than those prevailing on similar minor remodeling in the locality as determined by the Secretary of Labor in accordance with the Davis-Bacon Act, as amended (40 U.S.C. 276a – 276a–5). The Secretary of Labor shall have, with respect to the labor standards specified in this section, the authority and functions set forth in Reorganization Plan Number 14 of 1950 and section 2 of the Act of June 13, 1934, as amended (40 U.S.C. 276c).

(20 U.S.C. 880–6) Enacted Jan. 2, 1968, P.L. 90–247, Title VII, sec. 702, 81 Stat. 819.

[illegible] Effective-Aug. 27, 1973

[Includes of the Texas Education Code.]

"Section 12.04. BILINGUAL EDUCATION TEXTBOOKS. (a) The State Board of Education shall acquire, purchase, and contract for, with bids, subject to rules and regulations adopted by the board, free textbooks and supporting media for use in bilingual education programs conducted in the public school systems of this state.

"(b) The textbooks and supporting media shall be paid for out of the textbook fund and shall be the property of the State of Texas, to be controlled, distributed, and disposed of pursuant to board regulations."

Section 21.109, Texas Education Code, is amended to read as follows:

"Section 21.109. LANGUAGE OF INSTRUCTION. (a) English shall be the basic language of instruction in all schools.

"(b) It is the policy of this state to insure the mastery of English by all pupils in the schools; provided that bilingual instruction may be offered or permitted in those situations when such instruction is necessary to insure their reasonable efficiency in the English language so as not to be educationally disadvantaged.

Section 5. The importance of this legislation and the crowded condition of the calendars in both houses create an emergency and an imperative public necessity that the constitutional rule requiring bills to be read on three several days in each house be suspended, and this rule is hereby suspended, and that this Act take effect and be in force from and after its passage, and it is so enacted.

Chapter 21, Texas Education Code, is amended by adding Subchapter L to read as follows:

"SUBCHAPTER L. BILINGUAL EDUCATION

"Section 21.451. STATE POLICY. The legislature finds that there are large numbers of children in the state who come from environments where the primary language is other than English. Experience has shown that public school classes in which instruction is given only in English are often inadequate for the education of children whose native tongue is another language. The legislature believes that a compensatory program of bilingual education can meet the needs of these children and facilitate their integration into the regular school curriculum. Therefore, pursuant to the policy of the state to insure equal educational opportunity to every child, and in recognition of the educational needs of children of limited English-speaking ability, it is the purpose of this subchapter to provide for the establishment of bilingual education programs in the public schools and to provide supplemental financial assistance to help local school districts meet the extra costs of the programs.

"Section 21.452. DEFINITIONS. In this subchapter the following words have the indicated meanings:

"(1) 'Agency' means the Central Education Agency.

"(2) 'Board' means the governing board of a school district.

"(3) 'Children of limited English-spealing ability' means children whose native tongue is a language other than English and who have difficulty performing ordinary classwork in English.

"Section 21.453. ESTABLISHMENT OF BILINGUAL PROGRAMS.

"(a) The governing board of each school district shall determine not later than the first day of March, under regulations prescribed by the State Board of Education, the number of school-age children of limited Englis speaking ability within the district and shall classify them according to the language in which they possess a primary speaking ability.

"(b) Beginning with the 1974-75 scholastic year, each school district which has an enrollment of 20 or more children of limited English-speaking ability in any language classification in the same grade level during the preceding scholastic year, and which does not have a program of bilingual instruction which accomplishes the state policy set out in Section 21.451 of this Act, shall institute a program of bilingual instruction for the children in each language classification commencing in the first grade, and shall increase the program by one grade each year until bilingual instruction is offered in each grade up to the sixth. The board may establish a program wit respect to a language classification with less than 20 children.

"Section 21.454. PROGRAM CONTENT; METHOD OF INSTRUCTION.

"(a) The bilingual education program established by a school district shall be a full-time program of instruction (1) in all subjects required by law or by the school district, which shall be given in the native language of the children of limited English-speaking ability who are enrolled in the program, and in the English language; (2) in the comprehension, speaking, reading, and writing of the native language of the children of limited English-speaking ability who are enrolled in the program, and in the comprehension, speaking, reading, and writing of the English language; and (3) in the history and culture associated with the native language of the children of limited English-speaking ability who are enrolled in the progra and in the history and culture of the United States.

"(b) In predominantly nonverbal subjects, such as art, music, and physical education, children of limited English-speaking ability shall participate fully with their English-speaking contemporaries in regular classes provided in the subjects.

"(c) Elective courses included in the curriculum may be taught in a language other than English.

"(d) Each school district shall insure to children enrolled in the program a meaningful opportunity to participate fully with other children in all extracurricular activities.

"Section 21.455. ENROLLMENT OF CHILDREN IN PROGRAM.

"(a) Every school-age child of limited English-speaking ability resid within a school district required to provide a bilingual program for his classification shall be enrolled in the program for a period of three years or until he achieves a level of English language proficiency which will enable him to perform successfully in classes in which instruction is given only in English, whichever first occurs.

"(b) A child of limited English-speaking ability enrolled in a program of bilingual education may continue in that program for a period longer than three years with the approval of the school district and the child's parents or legal guardian.

"(c) No school district may transfer a child of limited English-speaking ability out of a program in bilingual education prior to his third year of enrollment in the program unless the parents of the child approve the transfer in writing, and unless the child has received a score on an examination which, in the determination of the agency, reflects a level of English language skills appropriate to his or her grade level. If later evidence suggests that a child who has been transferred is still handicapped by an inadequate command of English, he may be re-enrolled in the program for a length of time equal to that which remained at the time he was transferred.

"(d) No later than 10 days after the enrollment of a child in a program in bilingual education the school district shall notify the parents or legal guardian of the child that the child has been enrolled in the program. The notice shall be in writing in English, and in language of which the child of the parents possesses a primary speaking ability.

"Section 21.456. FACILITIES; CLASSES. (a) Programs in bilingual education, whenever possible, shall be located in the regular public schools of the district rather than in separate facilities.

"(b) Children enrolled in the program, whenever possible, shall be placed in classes with other children of approximately the same age and level of educational attainment. If children of different age groups or educational levels are combined, the school district shall insure that the instruction given each child is appropriate to his or her level of educational attainment, and the district shall keep adequate records of the educational level and progress of each child enrolled in the program.

"(c) The maximum student-teacher ratio shall be set by the agency and shall reflect the special educational needs of children enrolled in programs of bilingual education.

"Section 21.457. COOPERATION AMONG DISTRICTS. (a) A school district may join with any other district or districts to provide the programs in bilingual education required or permitted by this subchapter. The availability of the programs shall be publicized throughout the affected districts.

"(b) A school district may allow a nonresident child of limited English-speaking ability to enroll in or attend its program in bilingual education, and the tuition for the child shall be paid by the district in which the child resides.

"Section 21.458. PRESCHOOL AND SUMMER SCHOOL PROGRAMS. A school district may establish on a full- or part-time basis preschool or summer school programs in bilingual education for children of limited English-speaking ability and may join with other districts in establishing the programs. The preschool or summer programs shall not be a substitute for programs required to be provided during the regular school year.

"Section 21.459. BILINGUAL EDUCATION TEACHERS. (a) The State Board of Education shall promulgate rules and regulations governing the issuance of teaching certificates with bilingual education endorsements to teachers who possess a speaking and reading ability in a language other than English in which bilingual education programs are offered and who meet the general requirements set out in Chapter 13 of this code.

"(b) The minimum monthly base pay and increments for teaching experience for a bilingual education teacher are the same as for a classroom teacher with an equivalent degree under the Texas State Public Education Compensation Plan. The minimum annual salary for a bilingual education teacher is the monthly base salary, plus increments, multiplied by 10, 11, or 12, as applicable.

"Section 21.460. ALLOTMENTS FOR OPERATIONAL EXPENSES AND TRANSPORTATION. (a) To each school district operating an approved bilingual education program there shall be allotted a special allowance in an amount to be determined by the agency for pupil evaluation, books, instructional media, and other supplies required for quality instruction.

"(b) The cost of transporting bilingual education students from one campus to another within a district or from a sending district to an area vocational school or to an approved post-secondary institution under a contract for instruction approved by the Central Education Agency shall be reimbursed based on the number or actual miles traveled times the district's official extracurricular travel per mile rate as set by their local board of trustees and approved by the Central Education Agency.

"(c) The Foundation School Fund Budget Committee shall consider all amounts required for the operation of bilingual education programs in estimating the funds needed for purposes of the Foundation School Program.

"(d) The cost of funding this Act shall, for fiscal years 1974 and 1975, be maintained at the level contained in House Bill 139, 63rd Legislature, Regular Session, 1973."

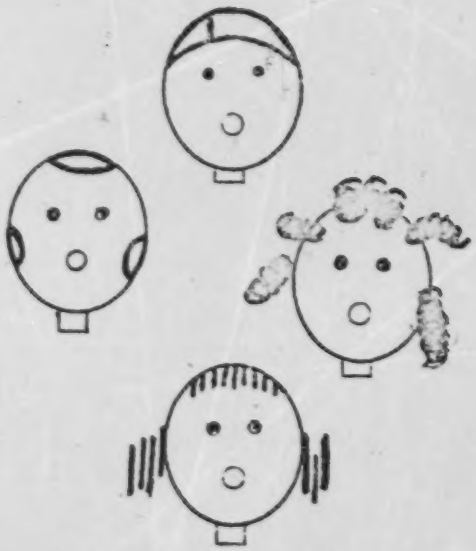
Subchapter A, Chapter 11, Texas Education Code, is amended by adding Section 11.17 to read as follows:

"Section 11.17. BILINGUAL EDUCATION TRAINING INSTITUTES. (a) The Central Education Agency shall conduct bilingual education training institutes.

"(b) The agency shall make rules and regulations governing the conduct of and participation in the institutes.

"(c) Professional and paraprofessional public school personnel who participate in the bilingual education training institutes shall be reimbursed for expenses incurred as a result of their participation in accordance with rules and regulations adopted by the agency."

TEACH CHILDREN- NOT BOOKS



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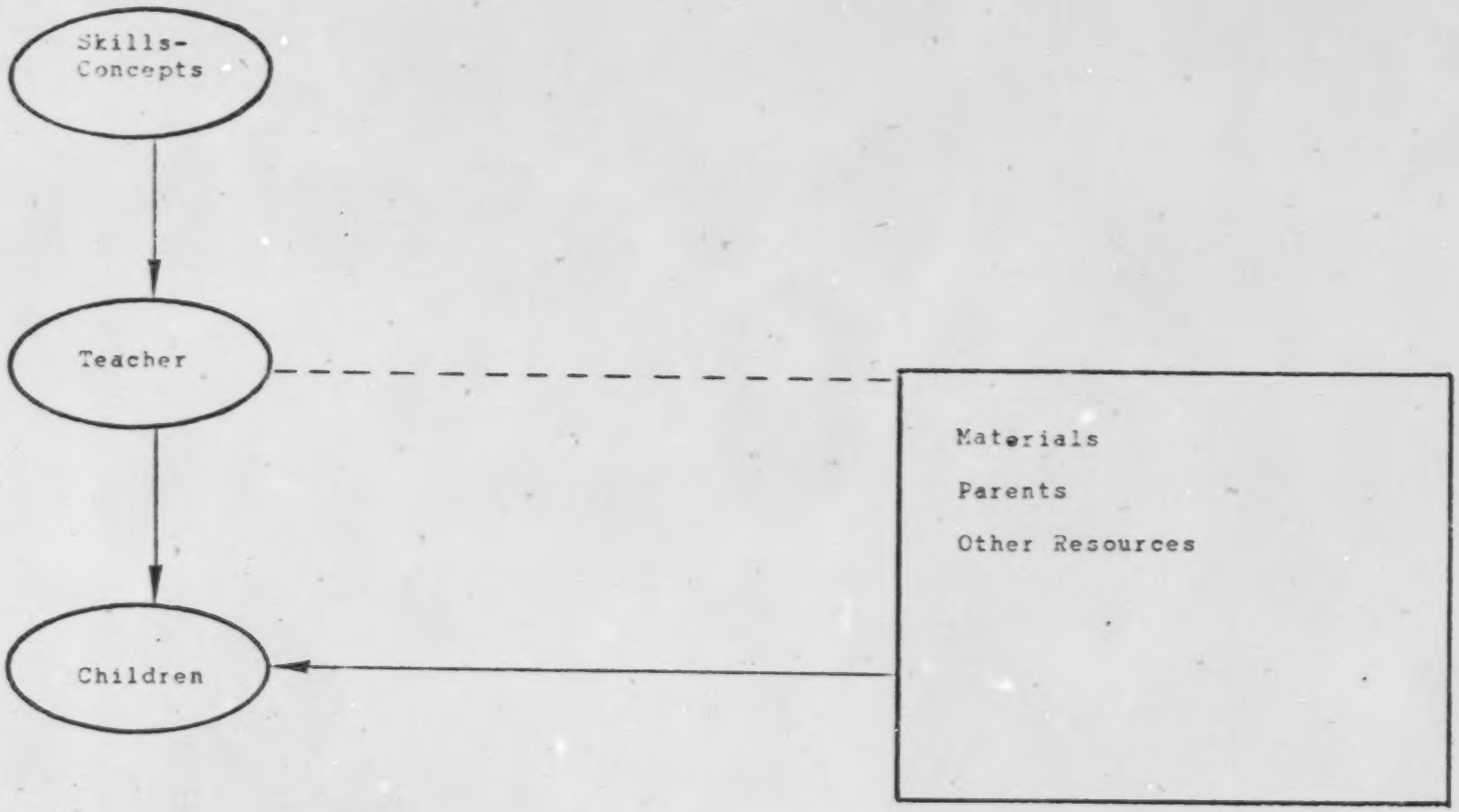

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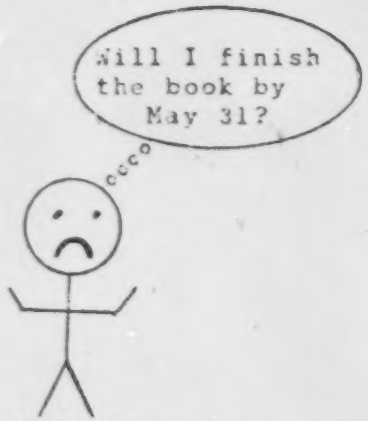
TEACH CHILDREN

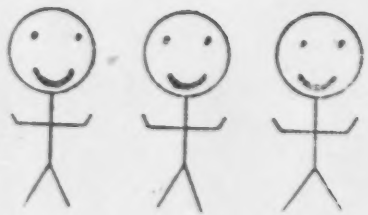
OR

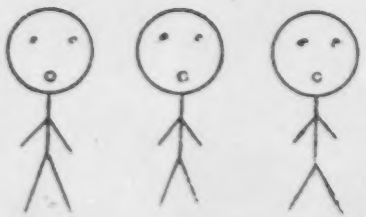
TEACH BOOKS

HAPPY TEACHER; thinking of the social, moral, and cognitive development and growth of the children.



DISTRESSED TEACHER; because progress in book is slow.





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INSTRUCTOR REFERENCE NO. 4.1.1
INSTRUCTION IN THE CHILD'S FIRST LANGUAGE

Teacher training on instruction in the child's first language should include at least the following major components: (1) Target teacher attitude development; (2) Expansion of target teacher Spanish language skills (3) Strategies and methodologies for refining the child's skills in his first language (4) the presentation of a variety of content material in Spanish; and (5) closing remarks in the paragraphs that follow, an attempt has been made to define each component and how it may be implemented. Whenever possible, specific activities will be suggested and resources will be identified.

ATTITUDE DEVELOPMENT (45 minutes)

In the past, public school teachers have tended to regard the child's first language, if other than English, as inferior. There has been a general trend to treat the other language as a handicap or a disadvantage; the solution to the problem has been alledged to be concerted effort to rid the child of his first mode of expression, his first language; in the case of Mexican Americans, this language is Spanish. In this process, there was complete disregard for the child's psyche; there was complete disregard for the effects that denying the child the use of his first language might have on the child's self-image and on his learning.

Even in instances where Spanish is accepted, teachers usually have a pre-conceived notion of what this Spanish is supposed to sould like. This notion is often shaped by the teacher's college or university training in Castilian Spanish. When Mexican American children enter the first grade speaking a dialect of Spanish different from Castilian Spanish, they are still considered disadvantaged because the Spanish they speak is not the "right" kind. In the section that follows, it is our hope to suggest some desirable outcomes for attitude development in the target teachers.

The presenter will promote in the teachers the acceptance of the child's Spanish dialect by pointing out the following:

1. No dialect is linguistically any better than any other;

2. The child will learn best if material is presented in a language and dialect he is familiar with;

3. Acceptance of the child's primary mode of communication is conducive to a positive self-image in the child;

4. The child's language is a reflection of his home culture.

In the classroom, the positive attitude will take the form of non-corrective strategies. The presenter will:

1. Define, demonstrate, and encourage the use of non-corrective strategies in dealing with the child's home language; (non-corrective strategies do not patronize in any way.)

2. Emphasize the value of such non-corrective strategies in bolstering the child's self-image;

3. Impress upon the teacher the importance of using items, experiences, and examples familiar to the child throughout the curriculum, not just during Spanish language arts but also during math, science, etc.

TARGET TEACHERS' LANGUAGE EXPANSION (2 hours)

One of the areas of greatest need for teachers that are to be involved in teaching in a bilingual setting is that of expanding their Spanish vocabulary. Often, the bulk of a teacher's education is in English; consequently, she develops an adequate vocabulary for dealing with the different aspects of her profession in English. Unfortunately, such is not the case in Spanish. The amount of training in Spanish that the average teacher undergoes does not prepare her to deal with the different areas of her profession in the language. Language training often focuses on developing very basic competencies in the language; rarely if at all do any language programs go beyond the basics of the language, into anything resembling an exposure to professional terminology.

In this section, we hope to expand the teachers' vocabulary in Spanish to a level that will enable her to deal with her profession in Spanish. This will include not only technical terminology, but also a set of the most often used commands and related expressions necessary for the smooth functioning of the bilingual classroom. In addition, the most important aspects of the Spanish writing system, orthography, punctuation, and accentuation, will be presented to assure that the teacher has mastered this skill before she attempts to teach the children.

Suggested sources: George Gonzalez' dissertation (1973),UNM); Anita Garcia's MA thesis (University of Texas); Español para el bilingue Barker, National Textbook Co.); El Vocabulario Español de Texas (Cerda, Cabaza, Farías; University of Texas Press, Latin American Studies); any glossaries developed by the Regional Service Centers, Texas Education Agency, or the Bilingual Bicultural Dissemination Center.

IT IS STRONGLY SUGGESTED THAT THIS SECTION BE PRESENTED IN SPANISH.

METHODOLOGIES AND STRATEGIES FOR REFINING THE CHILD'S SKILLS IN HIS FIRST LANGUAGE (2 hours)

In addressing ourselves to this section, it is well to keep in mind that the children will already have mastered the major elements of their home language by the time they enter schoo. For this reason, it would be unwise to treat the children as if they were being exposed to Spanish for the first time in their lives. It would be unwise, for example, to expose the child only to the spoken word when he has been exposed to it all his life and is ready to move into reading and writing.

Instead, the Spanish Language Arts component should make use of a variety of fun experiences such as games, songs, rhymes, riddles, and role playing, both for the instruction of concepts and for review and reinforcement. Although in the paragraph that follows we will be dealing with the language skills of listening, speaking, reading, and writing as if they were independent entities, it is important that the teacher at all times seek opportunities of integrating these skills into a cohesive whole.

The listing of the skills in the order given should not be interpreted as chronological; that is, in the particular situation of the Mexican American, it will not be necessary (for reasons described above) to develop listening and speaking skills before proceeding to reading and writing. The exercises and activities suggested below should thus be considered supplemental or expansionary, adding to the child's already considerable language abilities. As the section title implies, the goal is to refine those skills that the child already has and to add those that he does not have, such as reading and writing. The goal of communicative ability in the home language should never be forgotten.

The teacher will receive basic information regarding the Language Arts process, for example:

1. The sequence and relationship of language arts processes in communication.

2. Some specific skills within each component of the process.

3. Typical activities useful in the development of specific skills.

4. The nature of the Spanish language decoding system in the different skill areas, (treated separately only for convenience of reference). The following objectives and activities are suggested:

LISTENING

Objective: Discrimination of Spanish phonemes

Activities: (a) Onomatopoetic method

(b) Teacher uses 3 or 4 words beginning or ending with a certain sound and one that does not; child is asked to identify the different sound.

Resources: Appropriate section, Español Auxiliar Dedáctico Para el Primer Grado; George Gonzalez dissertation; Modern Language Testing Handbook (Vallette; Harcourt Bruce and World).

Objective: Identification of object or person being described by teacher.

Activity: Teacher describes person, place, or thing in 3 or 4 sentences; children name object being described.

Objective: Recalling specific details fo stories.

Activity: After reading short story to children, teacher asks questions on specific points of the story.

Objective: Placing the parts of a story in their proper sequence.

Activity: The teacher reads the children a story, later asks: "which happen first X or Y?"

Objective: Identifying the words that rhyme with a given word in a series.

Activity: The teacher gives a word, then gives three more, one of which rhymes with the first one. The children indicate by various means which word rhymes with the first one.

SPEAKING

Objective: Refining pronunciation skills and reciting with feeling.

Activity: The child memorizes and recites short verses; teacher demonstrates the proper intonation and pronunciation to be initiated.

Objective: Expansion of vocabulary.

Activity: The child is exposed to new vocabulary through the game of "loteria", songs, riddles, "adivinanzas".

The child is exposed to new vocabulary through vocabulary resulting from field trip experiences.

Objective: Correcting grammatical errors.

Activity: Based on teacher's observation of child's grammatical errors, the teacher can present a situation in which the child uses the correct form.

Objective: Free expression.

Activity: The child will participate in sharing time; show and tell; story completion.

Objective: Fluency.

Activity: The child will participate in dramatization and role playing.

Objective: Increased complexity of structures.

Activity: The child will expand a kernel sentence; such as

Little Red Riding Hood ran.
Little Red Riding Hood ran through the forest.
Little Red Riding Hood ran through the deep, dark forest.
Little Red Riding Hood ran through the deep, dark forest, she met a fierce looking wolf.

Mario Benítez

Víctor Cruz-Aedo

George González

Gustavo González

Alfonso Ramírez

Instructor Reference No. 6.1.1

RATIONALE FOR CULTURE COMPONENT

1. The goal of a culturally relevant curriculum and its correlative strategies is the development and maintenance in the learner of the ability (cognitive skills) and willingness (positive feelings of self) to enable him/her to:

   A. understand and appreciate his history and heritage
   B. value the worth of his ethnic group in his community and in the larger national and international communities
   C. understand himself and value his own personal worth and dignity as a functioning member of the society in which he lives, i.e. to have confidence in himself
   D. allow himself the opportunity of choice in the acquisition and expression of culture based on knowledge and understanding of cultural options available and on his/her own needs and wants
   E. understand the need for respecting cultural differences with an awareness of how race, environment, ethnicity or social class shape the behavior of those who differ from him/her
   F. understand the need for improving societal and human conditions in his own and the larger community and the world
   G. develop a familiarity with an appreciation of the culture of other ethnic groups and to actively participate in the preparation of the concept of cultural pluralism.

2. Cultural awareness of this kind cannot be installed in either the teacher or the learner but only released from within. Therefore, the course methods and materials must be selected so that by design they facilitate an expression of intuitive discovery (the aha! experience).

3. It is our conviction that mere presentation of a list of cultural attributes for Mexican American culture is not the most effective method of providing a multicultural awareness from which a successful bilingual-bicultural education can be implemented.

A. Mexican-American culture is too dynamic, varied, and multi-dimensional to be effectively outlined and introduced in capsule form.

B. Regional, generational, economic, and educational dimensions of Mexican-American culture are evident in almost every bilingual classroom such that both teacher and student should reject attempts to portray the culture in unidimensional or stereotypical terms.

C. One of the goals of bicultural education (or any education) is to overcome stereotypes, not create new ones.

D. Past attempts to portray Mexican-American culture, however well-intentioned and/or scientific, have quickly become dated, distorted or subject to bias.

4. To summarize: given that multicultural education prospers best in an environment in which teachers with open, accepting attitudes promote similar attitudes of cultural acceptance among students:

A. Teachers and students need to become aware of their own and each other's cultural values and biases.

B. Teachers and students need a knowledge of the valuable contributions and achievements in the cultural heritage of each member of the classroom.

C. Teachers and students who accept and are secure in their own cultural identity and who are aware of the basis for their fear of the unknown or poorly known can become more accepting and open.

D. Any bilingual-bicultural institute or classroom needs to be conducted in a non-threatening manner accepting the emotional state of the participants with the recognition that fear is the heart of the problem of cultural understanding and interest.

E. People can promote cultural awareness and sensitivity only to the extent that they themselves are aware and sensitive.

N.B. If extreme hostility and assistance should be encountered during this module of instruction, we suggest that the modu'e be discontinued since persevering in a hostile atmosphere would be counter productive.

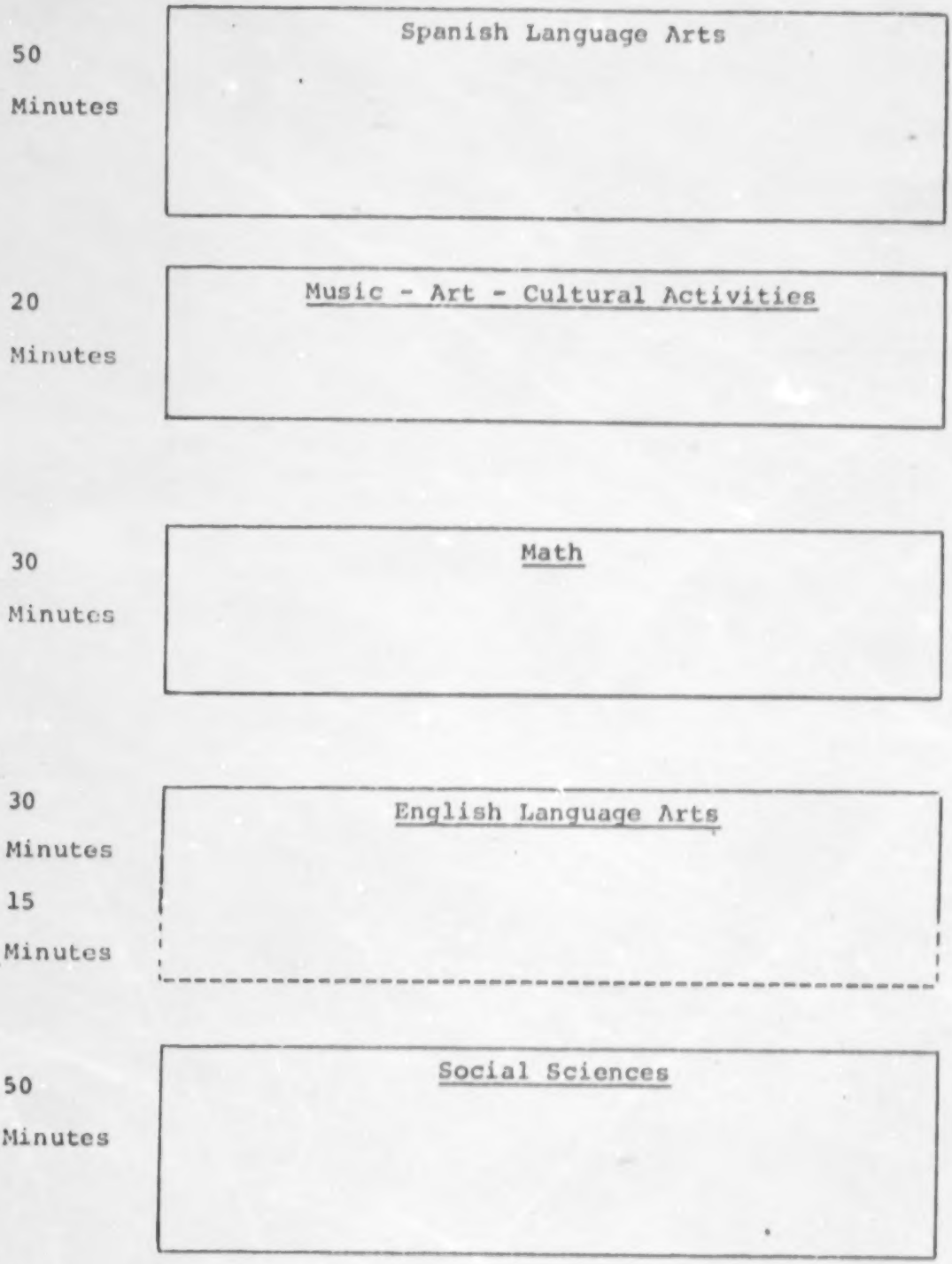
Stanley Bittinger
Billy Cowart
Serafina Krear
John Morgan
Darryl Townsend
Gloria Zamora

Transparency I

Instructor Reference No. 8.1.1

Self-Contained

Bilingual Teacher



Ia Overlay for
Transparency I

Self-Contained
Bilingual Teacher

Instructor Reference No. 8.1.2

50 Minutes

Spanish Language Arts

- Oral Language
- Readiness
- Reading

20 Minutes

Music - Art - Cultural Activities

30 Minutes

Math

Spanish Monolinguals = 1. Spanish Concept Development
2. ESL Reinforcement

Bilingual Students = Bilingual Instruction (continuous development)

30 Minutes

English Language Arts

- ESL
- ESL
- ESL

15 Minutes

50 Minutes

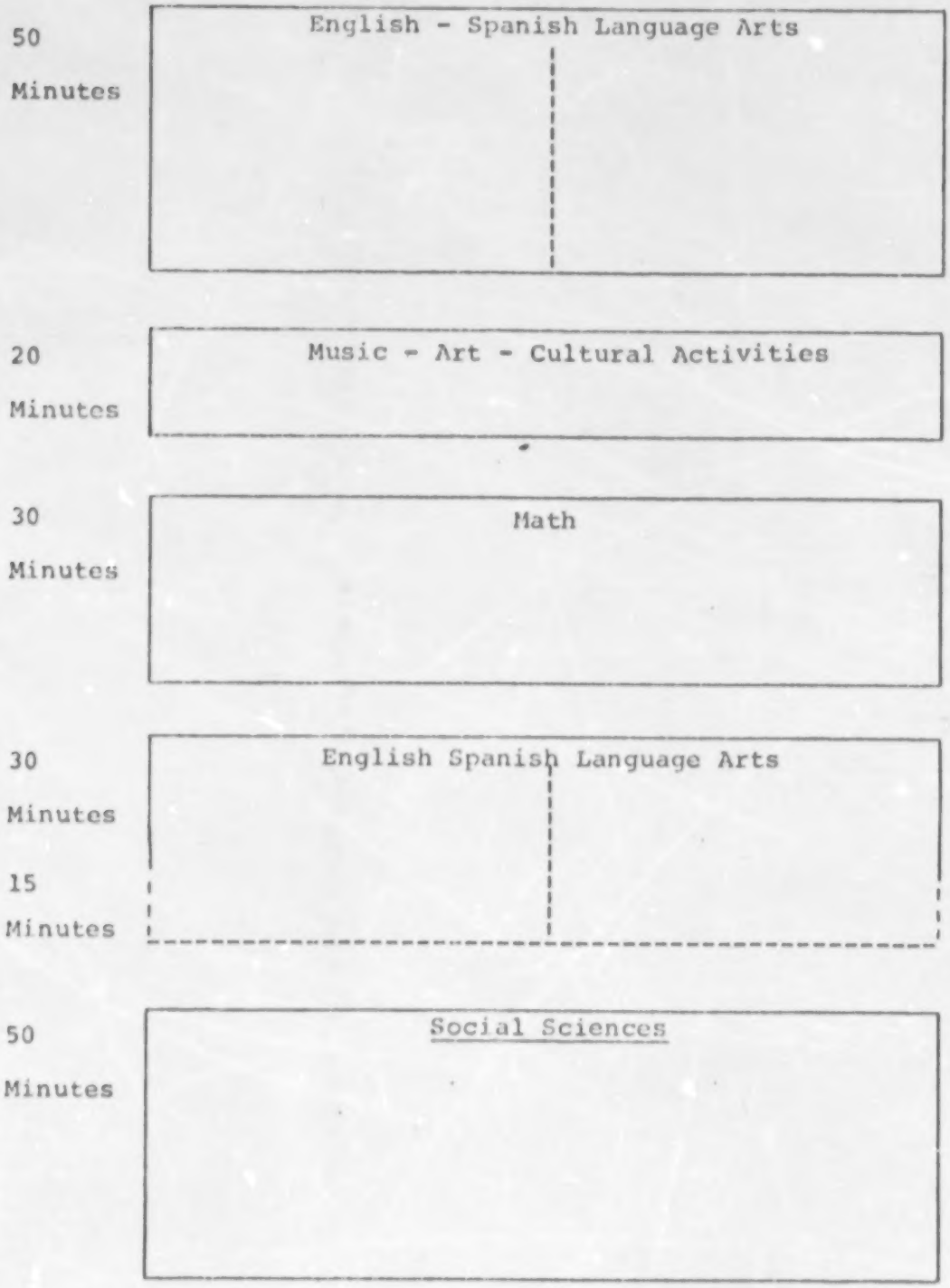
Social Science

Spanish Monolingual = 1. Spanish Concept Development
2. ESL Reinforcement

Bilingual Students = Bilingual Instruction (continuous development)

Transparency II

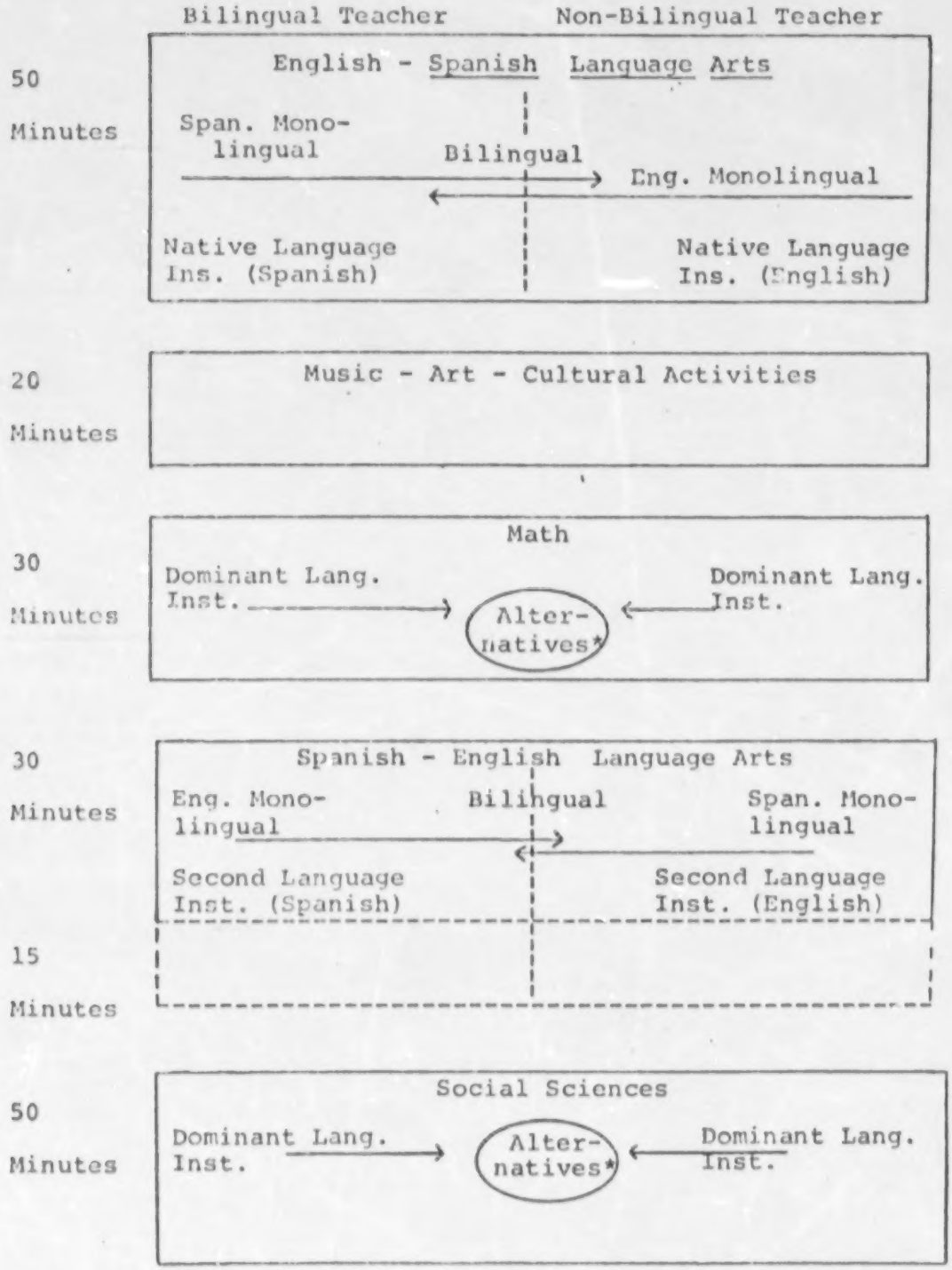
Teamed Classrooms
Bilingual and Non-Bilingual Teacher
Instructor Reference 8.2.1



Teamed Classroom

Bilingual and Non-Bilingual Teacher

Instructor Reference No. 8.2.2



* 4 day/1 day switch
Aides - parent volunteers
Learning center reinforcement

Resource Teacher

Instructor Reference 8.3.1

Classes:

A	English dominant	17	Spanish dominant		13
B	" "	17	"	"	13
C	" "	17	"	"	13
D	" "	16	"	"	14
E	" "	30	"	"	0

Regular Class Schedule

Resource Teacher Schedule

Regular Class Schedule		Resource Teacher Schedule
English Language Arts		Oral Spanish | Readiness Reading | Reinforcement
Music - Art	Group I	Optional *
Math - S. S.		Spanish Math/S.S.
English Language Arts		
Math - S. S.	Group II	

Suggested Pupil Movement

Instructor Reference 8.3.2

Classes:	Eng. Dom.	Span. Dom.		Resource Teacher
A	17	13	Group I	
B	17	13		
C	17	13		
D	16	14	Group II	
E	30	0		